DOCUMENT RESUME

ED 216 112 CE 032 065

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TITLE Barbering. Post Secondary Curriculum Guide.
INSTITUTION Georgia Univ., Athens. Div. of Vocational Education.
SPONS AGENCY Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.
PUB DATE 81
NOTE 178p.

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS *Barbers; Behavioral Objectives; Disabilities; Educational Resources; Experiential Learning; Facility Guidelines; *Job Skills; Learning Activities; Mainstreaming; Postsecondary Education; Special Education; State Curriculum Guides; *Trade and Industrial Education; Vocational Education
IDENTIFIERS Georgia

ABSTRACT

This curriculum guide, intended for teachers, supervisors, counselors, and curriculum committees, is designed for use in postsecondary barbering programs in Georgia. Its purpose is to provide entry-level skills in barbering in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills, and occupational survival skills. The first two sections explain the philosophy, goals, purpose, and objectives of state and local programs of vocational education, and those of the guide itself. In section 3 the field of barbering is described; employability skills, student exit points, and tasks cross-referenced to the Dictionary of Occupational Titles are listed. The curriculum structure, course outline, and suggested completion times for units are provided in section 4. Section 5, the main part of the guide, provides unit guides for each task to be taught in the curriculum. (Included for each task are a description of the task to be taught, a student performance objective, suggested instructional activities, lists of instructional materials, evaluation sections, suggested classroom hours, and related instruction tasks.) Section 6 contains lists of references and resources needed to conduct the course, while student record forms comprise section 7. Following suggestions for working with special needs students (section 8), the curriculum guide concludes with a facility layout for a learning resource center and a laboratory, and definitions of terms (sections 9 and 10). (KC)

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BARBERING

Post Secondary

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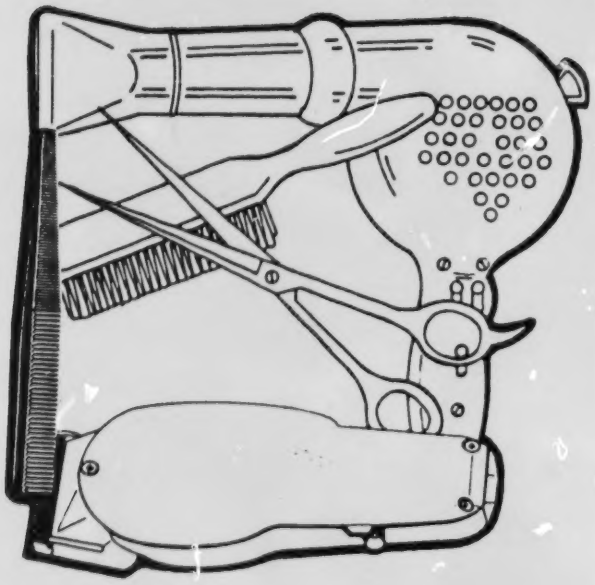

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CURRICULUM GUIDE

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Georgia Department of Education

BARBERING

Developed Under Contractual Agreement with

Division of Program Development
Office of Vocational Education
Georgia Department of Education
Atlanta, Georgia 30334
Charles McDaniel, State Superintendent of Schools
1981

BARBERING

Developed By

The University of Georgia

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POLICIES AND PROCEDURES FOR THE CENTER

PURPOSE OF THE CENTER

The Vocational Education Materials Center functions within the Division of Vocational Education, University of Georgia. This Center operates under grants from the U.S. Office of Education, and the Georgia State Department of Education with the support of the College of Education. The Center is comprehensive in its commitment and approach to the development and dissemination of materials in the broad field of Vocational Education.

The purpose of the Center is to increase the capability of Georgia's delivery system for Vocational Education. Specifically, the Center is committed to:

1. Develop materials to assist in the implementation of proposed curricula and to enhance the teaching of Vocational Education.

2. Conduct and report curriculum research related to Vocational Education.

3. Provide a production and dissemination center for Vocational Education materials.

4. Provide direct experiences in curriculum development and diffusion for advanced graduate students.

5. Enable faculty members to participate in the development and implementation of a variety of curriculum materials.

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SECTION I

PHILOSOPHY & GOALS

VOCATIONAL EDUCATION IN GEORGIA

A. PHILOSOPHY

The Georgia Board of Education perceives vocational education as a vital component in the education of the young and adult citizens of this State. Appropriate programs of vocational education and ancillary services should be made readily available to individuals in middle schools, high schools, postsecondary area vocational-technical schools, vocational divisions of junior colleges, vocational centers, the Quick Start program and other adult programs designed to train or retrain workers for useful and satisfying employment.

Special services and assistance must be provided to those who need it in order to participate or benefit from vocational education. This includes women, minorities, the displaced homemaker and other displaced workers, those with limited English-speaking ability, the disadvantaged and the handicapped.

Since men and women spend the greater part of their lives at some form of work, the State should provide opportunities for all its citizens to develop the knowledge, skills and attitudes necessary for them to secure personally satisfying and socially useful employment.

B. PURPOSE

The purpose of vocational education shall be to improve the economic well-being of Georgia citizens by preparing individuals, through organized learning experiences, to select, obtain and advance in recognized occupations.

POSTSECONDARY VOCATIONAL EDUCATION

A. PURPOSE

The purpose of postsecondary vocational-technical education in Georgia is to improve the economic well-being of adult citizens by providing access to high quality vocational-technical training for skilled and semi-skilled occupations, for improvement of existing skills or for retraining in a new occupation.

B. OBJECTIVES

1. To provide vocational-technical education programs and ancillary services commensurate with the needs and interests of students and available job opportunities.

2. To provide vocational-technical education programs which are current with the state-of-the-art, competency-based, and offer multiple exit points to accomodate the students' occupational objectives.

3. To provide vocational-technical education programs which are articulated with available high school counterparts, to facilitate an easy transition from secondary to postsecondary levels without loss of credit.

4. To provide vocational-technical education programs such that 75% of those individuals who leave or complete a program of occupational preparation will find employment in the field, or a related field, for which trained.

5. To provide those guidance, counseling, financial aid, evaluative, job placement, remedial and other supportive programs and services needed by students to enroll, complete a program and become, or remain, employable in a skilled or semi-skilled occupation.

6. To provide needed assistance to special populations to include women, minorities, limited English-speaking, the displaced homemaker and other displaced workers, the disadvantaged and the handicapped.

7. To provide vocational-technical education programs for full-time and part-time students on campus during the day as well as the evening hours, and to provide appropriate programs for full-time and part-time students off campus in businesses and industries, comprehensive high schools and other locations within the respective schools' service areas.

8. To serve as a center for the delivery of postsecondary and adult vocational-technical education programs and services for the community and assigned service area.

STATEMENT OF LOCAL SYSTEM PHILOSOPHY, PURPOSE AND GOALS FOR VOCATIONAL EDUCATION

SECTION II

PURPOSE & OBJECTIVES

PURPOSE OF GUIDE

The purpose is defined in terms of the functional needs of each of the identified classes of users in the secondary and post secondary systems.

(a) Vocational teachers.

1. Provide a guide for organizing their program of instruction,
2. Assist in establishing program objectives,
3. Serve as a curriculum materials resource guide,
4. Improve communications with employers and advisory committees,
5. Facilitate competency based instruction,
6. Facilitate either group or self-paced instruction,
7. Include content by quarter and semester,
8. Cross-reference with existing state developed instructional materials (PLACE packages and post secondary I.I.).

(b) Vocational supervisors and administrators.

1. Assist in defining the scope and content of their programs,
2. Provide a means to improve curriculum management functions,
3. Serve as a guide for admissions and job placement functions,
4. Improve communications with employers and advisory committees.

(c) Counseling and guidance staff.

1. Provide a data base for counseling and guidance personnel,
2. Identify student exit points (Carrer Options),
3. Serve as guide for admissions and job placement,
4. Correlate with the new State Board of Education graduation requirements,
5. Provide specific content sequencing by quarter and semester for student scheduling,
6. Provide (a) curriculum options for the disadvantaged handicapped student, (b) curriculum modifications for SPECIAL NEEDS students, (c) typical admission requirements for regular and SPECIAL NEEDS students.

(d) Local Curriculum Coordination Committees.

1. Serve as a guide in working out articulation arrangements,
2. Improve definitions of the relationship between secondary clusters and post secondary specialized programs.

This guide will serve as an ideal communication device between school personnel and the craft advisory committee. By personally reviewing the guide with the local craft advisory committee the teacher will be able to maintain the accuracy of the guide in terms of the local job market and will also be able to inform representatives of local industry regarding the content of the program itself.

BARBERING PROGRAM OBJECTIVE

Given appropriate instruction, as suggested by this guide, a student completing the program should demonstrate entry level skills in Barbering in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills and occupational survival skills.

As the student progresses through the program, sufficient competencies will be acquired to enable the student to enter the occupational field at the following curriculum exit points.

Barber (D.O.T. Code 330.371-010)

Dispensary Clerk

Shampoo Technician

Receptionist

SECTION III

D. O. T. DESCRIPTION, EXIT POINTS, TASKS

DESCRIPTION OF OCCUPATIONAL FIELD

The primary purpose of this section is to provide a general orientation to the occupational field. This orientation may be used by counseling and guidance staff in helping students to select subject areas. It may also be used by instructors for new students just entering the program area. The description delimits the scope of the occupational field in terms of the range of activities involved in a series of occupations. It contains information about career potential within the occupational field, including job market conditions and trends.

The description identifies prerequisite skills and knowledge for those students interested in entering the occupational field. In addition, the Description of Occupational Exit Points are provided to aide the instructor in identifying possible jobs for early leavers. A listing of employability skills is also included in this section.

Nature of the Work

Although most men go to a barber for just a haircut, other services such as hairstyling and permanents have become increasingly popular. Barbers trained in these areas are called "hairstylists" and work in styling salons, "unisex" salons and some barbershops. They cut and style hair to suit each customer and may color or straighten hair and fix hairpieces. Most barbers offer hair and scalp treatments, shaves, facial massages and shampoos.

A small but growing number of barbers cut and style women's hair. They usually work in unisex salons—shops that have male and female customers. Some States require a cosmetologist's license as well as barber's license to permanent wave or color women's hair.

As part of their responsibilities, barbers keep their scissors, combs and other instruments sterilized and in good condition. They clean their work areas and may sweep the shop as well. Those who own or manage a shop have additional responsibilities such as ordering supplies, paying bills, keeping records and hiring employees.

Working Conditions

Barbers usually work in clean, pleasant surroundings, with good lighting and ventilation. Good health and stamina are important because barbers must stand a great deal and work with both hands at shoulder level—a position that can be tiring.

Most full-time barbers work more than 40 hours a week and a workweek of over 50 hours is not uncommon. Although Saturdays and lunch hours are generally very busy, a barber may have some time off during slack periods. To assure an even workload, some barbers ask customers to make appointments.

Places of Employment

Most of the 121,000 barbers in 1978 worked in barbershops. Some worked in unisex salons and a few worked for government agencies, hotels or department stores. More than half of all barbers operated their own businesses.

Almost all cities and towns have barbershops, but employment is concentrated in the most populous cities and States. Hairstylists usually work in large cities where the greatest demand for their services exists.

Training, Other Qualifications and Advancement

All States require barbers to be licensed. The qualifications necessary to get a license vary from one State to another, however. Generally a person must be a graduate of a State-approved barber school and be at least 16 (in some States 18) years old. In addition, States have varying education requirements— some require graduation from high school, while others have no requirements at all.

Many States require a beginner to take an examination for an apprentice license, and serve 1 or 2 years as an apprentice before taking the examination required for a license as a registered barber. In the examinations, the applicant usually is required to pass a written test and demonstrate an ability to perform the basic services.

Because some States do not recognize training, apprenticeship work or licenses obtained in another State, persons who wish to become barbers should review the laws of the State in which they want to work before entering a barber school.

Barber training is offered in about 300 schools. Some public high schools offer barbering in their vocational programs. Barber school programs usually last 9 to 12 months. Students buy their own tools. They study the basic services--haircutting, shaving, facial massaging, and hair and scalp treatments--and, under supervision, practice on customers in school "clinics." Besides attending lectures on barber services and the use and care of instruments, students take courses in sanitation and hygiene, and learn how to recognize certain skin conditions. Instruction also is given in selling and general business practices. Advanced courses are available in some localities for barbers who wish to update their skills or specialize in hairstyling, coloring, and the sale and service of hairpieces.

Dealing with customers requires patience and a better than average disposition. In addition, good eye-hand coordination is required. Barbers also should have sound judgement about what hair style is most flattering.

Beginners usually get their first jobs through the barber school they attended.

Some experienced barbers advance by becoming managers of large shops or by opening their own shops. A few may teach at barber schools. Barbers who go into business for themselves must have the capital to buy or rent a shop and install equipment.

Employment Outlook

The employment decline of the last decade is not expected to continue as population growth and the increasing popularity of hairstyling offset the effect of the fashion for longer hair. The occupation is expected to grow about as fast as the average for all occupations through the 1980's. Besides openings due to growth in the demand for barbers' service, several thousand job openings for barbers will occur each year becuase of the need to replace workers who retire, die, or transfer to other kinds of work. Replacement needs in barbering are high, compared with many other occupations.

The shift in consumer preferences from regular haircuts to more personalized and intensive services has greatly affected the occupation. Barbers who specialize in hairstyling have been much more successful then those who offer conventional services. This trend is expected to continue and employment opportunities should be better for hairstylists than for regular barbers.

Sources of Additional Information

Lists of barber schools, by State, are available from: National Association of Barber Schools, Inc., 304 South 11th St., Lincoln, NE 68508. National Association of Trade and Technical Schools, 2021 K St., NW, Washington, DC 20006.

Every state maintains information on State licensing requirements and approved barber schools. For details, contact the State board of barber examiners or the equivalent authority at your State capital.

Additional information on this occupation is available from: National Barber Career Center, 3839 White Plains Rd., Bronx, N.Y. 10467. Barbers, Beauticians, and Allied Industries International Association, 7050 West Washington St., Indianapolis, Ind. 46241.

*Related Occupations

330.371-010 Barber (per. ser.) haircutter; tonsorial artist.

Provides customers with barbering services: Cuts, blows out, trims, and tapers hair, using clippers, comb, blow-out gun, and scissors. Applies lather and shaves beard or shapes hair contour (outline) on temple and neck, using razor. Performs other tonsorial services, such as applying hairdressings or lotions, dyeing, shampooing, singeing, or styling hair and massaging face, neck, or scalp. Records service charge on ticket. May sell lotions, tonics, or other cosmetic supplies.

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* From D.O.T.

EMPLOYABILITY SKILLS

In addition to the aptitudes, abilities, interests, physical requirements and job skills listed in the preceding Description of Occupation, employability skills exert a great deal of influence on a person's ability to get and keep a job. Surveys indicate that more people lose their jobs because of poor attitudes toward their job than for lack of job skills. For this reason it is important that information concerning the following employability skills be provided as an ongoing part of the program.

1. Getting a job
   a. Filling out job applications
   b. Developing a resume
   c. Preparing for a job interview

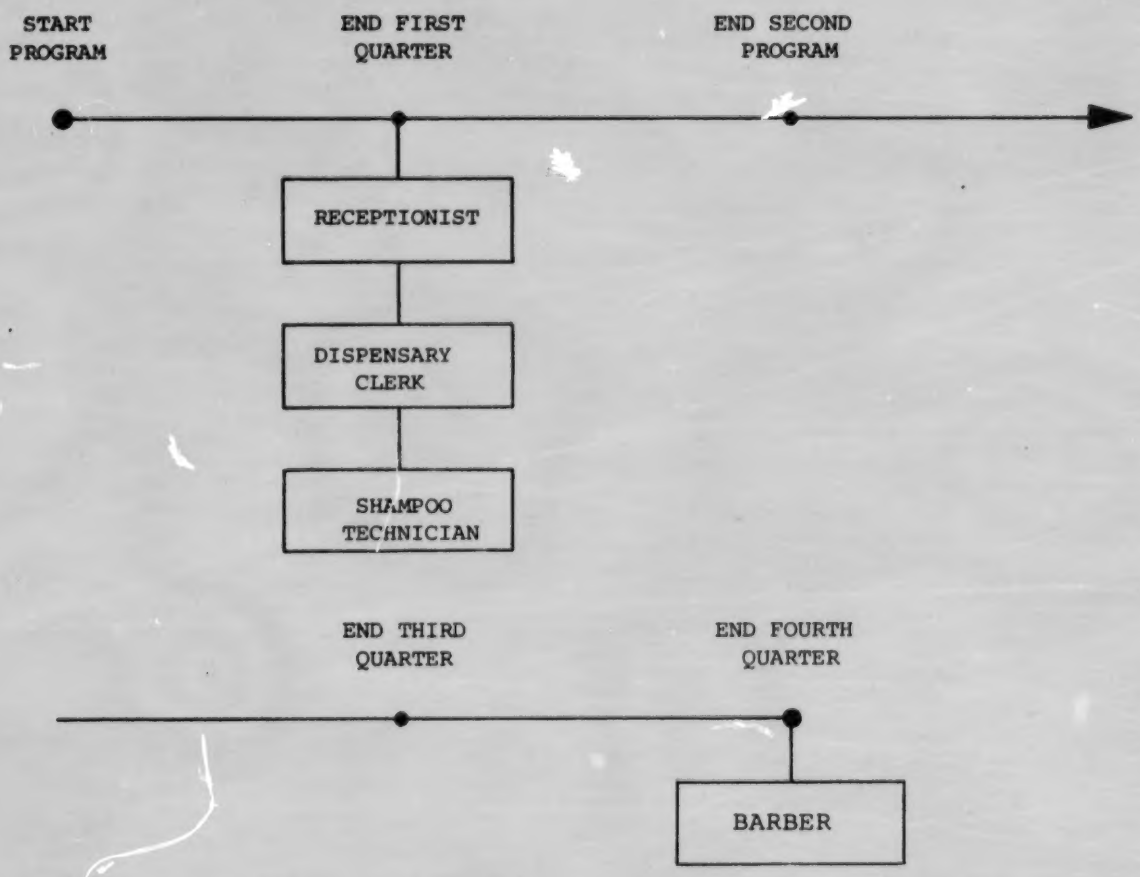
2. Keeping a job
   a. Be on time and regular in attendance
   b. Maintain a fair share of the work-load
   c. Work without supervision
   d. Meet production schedules
   e. Properly care for and use equipment
   f. Dress appropriately for the job
   g. Maintain good personal hygiene
   h. Develop and maintain good communication with supervisors and co-workers

EXIT POINTS

The diagram on the following page is based on the Suggested Course Outline Structure. It graphically illustrates the points in the Barbering program where the student should have acquired the competencies necessary for entry level employment into the job classifications indicated. In many cases, by the time a student reaches an exit point (due to state license requirements) he/she may have acquired several competencies in addition to those required for the specific job classification.

The course outline is structured to prepare students to become Master Barbers, therefore, preparation for related occupations is secondary. The course outline contains not only those skills necessary to satisfy the requirements of the State of Georgia, but also the skills, knowledge, and attitudes needed to be successful in a service occupation. Emphasis is placed on the individual's personality and abilities needed in meeting and working closely with their patrons.

The Task Listing by DOT Code indicates the entry level skills (tasks) required for the student to be considered employable in a specified occupation. If the local program is individualized it should be relatively easy to move a potential program leaver (drop out) into those skills (tasks) which would qualify the student for one of the listed occupations.


START
PROGRAM
END FIRST
QUARTER
END SECOND
PROGRAM
RECEPTIONIST
DISPENSARY
CLERK
SHAMPOO
TECHNICIAN
END THIRD
QUARTER
END FOURTH
QUARTER
BARBER

TASK LISTING BY D.O.T. CODE

The tasks are listed in this section in a matrix format that cross references them with the applicable D.O.T. codes for the exit point occupational titles. Each task is identified with one or more of the exit point occupational titles. This information may be used to make specific determination as to when a student has developed the necessary skills to qualify for an exit point. This information is particularly useful in preparing early leavers to meet the requirements for a specific occupational title.

TASK LISTING BY DOT CODE

Barbering

TASK NO.	TASK NAME	DOT NO.	Receptionist	Dispensary Clerk	Shampoo Technician	Barber		
	POSSIBLE EXIT POINTS	DOT DESCRIPTIONS						
01	Becoming oriented to the field of barbering		X	X	X	X		
02	Developing working relationships		X	X	X	X		
03	Performing sanitation and sterilization procedures		X	X	X	X		
04	Styling hair (basic)					X		
05	Giving a basic scissors cut					X		
06	Giving a man's basic short haircut					X		
07	Identifying the parts and functions of the skin and scalp and recognizing the disorders					X		
08	Identifying the functions, characteristics and composition of hair				X	X		
09	Giving a shave					X		
10	Shampooing a patron's hair and applying hair rinses				X	X		
11	Waving and curling hair with curling irons and blow dryers					X		

TASK LISTING BY DOT CODE

Barbering

TASK NO.	TASK NAME	POSSIBLE EXIT POINTS DOT NO.	DOT DESCRIPTIONS Receptionist	Dispensary Clerk	Shampoo Technician	Barber		
12	Cutting and styling curly and overly-curly hair					X		
13	Determining the porosity of hair					X		
14	Relaxing hair with chemicals					X		
15	Giving a permanent wave					X		
16	Giving special purpose permanent waves					X		
17	Conditioning damaged hair and giving scalp treatments				X	X		
18	Administering a predisposition and metallic salts test				X	X		
19	Applying temporary hair coloring				X	X		
20	Applying semi-permanent hair colors					X		
21	Applying permanent hair colors					X		
22	Applying hair lighteners to virgin hair					X		
23	Retouching prelightened hair					X		
24	Frosting, streaking and tipping					X		
25	Detecting and correcting problems related to hair coloring					X		
26	Giving facials					X		

TASK LISTING BY DOT CODE

Barbering

TASK NO.	TASK NAME	POSSIBLE EXIT POINTS: DOT NO.	DOT DESCRIPTIONS: Receptionist	Dispensary Clerk	Shampoo Technician	Barber		
27	Pressing overly-curly hair					X		
28	Giving a precision hair cut					X		
29	Giving a flat top haircut					X		
30	Cleaning and styling wigs					X		
31	Trimming and shaping mustache and beard					X		
32	Styling hair (advanced)					X		
33	Creating special effects with hair coloring					X		
34	Using electricity in cosmetology					X		
35	Applying anatomy and physiology concepts					X		
36	Applying basic chemistry concepts					X		
37	Managing the barber shop					X		
38	Preparing for the State Board of Barbers Examination					X		

SECTION IV

CURRICULUM STRUCTURE & COURSE OUTLINE

CURRICULUM STRUCTURE

The following example is provided to illustrate how a barbering curriculum may be structured. This example is not intended to imply there are no other ways to structure the curriculum.

The curriculum structure presented is based on a successful barbering program operating in a post-secondary school. The time estimates given are based on both classroom and lab hours. To meet the Georgia State Board of Barbering license requirements the student will need 1500 hours of supervised instruction, lab work and actual practice on patrons, plus an apprenticeship with a master barber. This may be obtained as an extension to the regular tech school program or may be served under the supervision of a licensed master barber.

As a convience to the instructor, the Georgia State Board of Barbering curriculum requirements are presented prior to the curriculum structure example.

The curriculum for students enrolled in barbering for a complete course of training (1500 hours) is as follows:

THEORY_____600 HOURS

Theory: Shall include class instruction by a licensed instructor in the theory and practice of all required subjects of Barbering and the following subjects related to barbering:

(a) Bacteriology — 75 hours

(b) Contagious and Non-Contagious Diseases — 75 hours

(c) Circulatory System — 25 hours

(d) Skin and Scalp Disorders — 75 hours

(e) Functions and Appendages of the Skin — 25 hours

(f) Nerves, Muscles and Bones of the Head and Face — 100 hours

(g) Elementary Chemistry Related to Sterilization and Sanitation — 150 hours

(h) Safety Measures — 25 hours

(i) Electricity — 15 hours

(j) Salesmanship and Shop Management — 15 hours

(k) Georgia Barber Laws — 20 hours

CUTTING_____500 HOURS

Cutting: Shall include class and practical instruction by a licensed instructor in the following:

(a) Proper Handling of Instruments

(b) Improper Handling of Instruments

(c) Tapering of the Hair

(d) Blending of the Hair

STYLING_____200 HOURS

Styling: Shall include class and practical instruction by a licensed instructor in the following:

(a) Blow Waving

(b) Conditioning of Hair

(c) Razor Cutting

(d) Straightening of the Hair

TOTAL HOURS_____1500

Authority Ga.L.1963,pp 56,62; Ga.L.1965,p.610; Ga.L.1968,pp 421,423

SHAVING_____100 HOURS

Shaving: Shall include class and practical instruction by a licensed instructor in the following:

(a) Honing

(b) Stropping

(c) Shaving Strokes

SHAMPOOING_____25 HOURS

Shampooing: Shall include class and practical instruction by a licensed instructor in the following:

(a) Proper Procedure of Shampooing

(b) Knowledge of Shampoo Formulas

(c) Water Temperature

FACIALS_____25 HOURS

Facials: Shall include class and practical instruction by a licensed instructor in the following:

(a) Procedure

(b) Manipulations

SCALP MASSAGE_____25 HOURS

Scalp Massage: Shall include class and practical instruction by a licensed instructor in the following:

(a) Procedure

(b) Scalp Manipulations

HAIR COLORING & TINTING_____25 HOURS

Hair Coloring and Tinting: Shall include class instruction and practical instruction by a licensed instructor in the following:

(a) Procedure

(b) Formulas of Coloring

BARBERING CURRICULUM STRUCTURE

Course Number	Course	Classroom Lab Hours
	First Quarter	
	Introduction to Hairstyling	104
	Introduction to Haircutting	26
	Introduction to Permanents	52
	Introduction to Hair Color	26
	Introduction to Skin, Scalp and Hair Care	52
	Personal Improvement	52
		312
	Second Quarter	
	Fundamentals of Hairstyling	52
	Fundamentals of Haircutting	26
	Fundamentals of Permanents	26
	Fundamentals of Hair Color	52
	Fundamentals of Skin, Scalp and Hair Care	26
	Chemistry for Barbering	52
	Laboratory/Reception in Barbering	26
	Human Relations	26
	Consumer Education	26
		312
	Third Quarter	
	Techniques of Men's Hairstyling	52
	Techniques of Men's Haircutting	104
	Techniques of Men's Permanents	52
	Techniques of Men's Hair Color	26
	Techniques of Skin, Scalp and Hair Care	26
	Lab/Reception Practices for Barbering	52
		312
	Fourth Quarter	
	Application of Hairstyling	104
	Application of Haircutting	104
	Application of Permanents	26
	Application of Men's Hair Color	26
	Application of Skin, Scalp and Hair Care	26
	State Board Preparation	26
		312

COURSE OUTLINE

The sample course outline is to be used as an example to facilitate the development of alternative outlines for the individual learner. However, the listing of the tasks within a quarter is not meant to indicate a required sequence or pattern. Many of the tasks are independent of each other, therefore, a student or groups of students may begin the quarter at different points. This allows better coordination of the laboratory hours and the learning objectives may be selected according to the type of laboratory practice available. The specific information required to teach the skills and related cosmetology theory for each unit/task is included on the corresponding unit sheet in the Unit Guide section.

The time estimations are a minimum amount of time required and should be extended according to the learners individual needs. The laboratory hours may be rearranged according to the needs of the learners and to any constraints imposed due to live work policies.

Exit points have been identified and are listed in chart form (refer to the table of contents). In addition the exit points are identified in the Task Listing by D.O.T. code. This will provide a means for employment for learners who master the skills but not the theory such as in the case of a shampooer or wig stylist. A competency record of all the tasks the learner can perform safely may be given to the prospective employers. These exit points can help improve attrition problems for schools and should prevent a feeling of failure for learners who do not complete the entire program.

Suggested Course Outline Structure for Barbering

Note: Theory hours represent the typical amount of time spent in the classroom for each task. Practice hours represent the amount of time a student spends in performing hands-on activities related to previously studied theory. It should be noted that practice hours may include activities related directly to theory studied in previous quarters as well.

First Quarter

Unit		Theory Hours
	Competency: Demonstrating Employability Skills in Barbering	
01	Becoming oriented to the field of barbering	9
02	Developing working relationships	21
	Competency: Sanitizing Equipment	
03	Performing sanitation and sterilization procedures	5
	Competency: Styling Hair	
04	Styling hair (basic)	12
	Competency: Cutting Hair	
05	Giving a basic scissors cut	15
06	Giving man's basic short haircut	15
	Competency: Treating Hair, Skin and Scalp Disorders	
07	Identifying the parts and functions of the skin and scalp and recognizing the disorders	9
08	Identifying the functions, characteristics and composition of hair	10
	Competency: Giving a Shave	
09	Giving a shave	15
	Quarter I Theory Hours:	111
	Practice Hours:	201
	Total Quarter Hours:	312

Second Quarter

Unit		Theory Hours
	Competency: Styling Hair	
10	Shampooing a patron's hair and applying hair rinses	3
11	Waving and curling hair with curling irons and blow dryers	6
12	Cutting and styling curly and overly curly hair	15
	Competency: Chemical Relaxing and Permanent Waves	
13	Determining porosity of hair	5
14	Relaxing hair with chemicals	18
15	Giving a permanent wave	39
16	Giving special purpose permanent waves	3
	Competency: Cutting Hair	
05	Giving a basic scissors cut	15
06	Giving man's basic short haircut	15
	Competency: Demonstrating Employability Skills in Barbering	
01	Becoming oriented to the field of barbering	1
02	Developing working relationships	5
	Competency: Treating Hair, Skin and Scalp Disorders	
17	Conditioning damaged hair and giving scalp treatments	15
	Competency: Coloring Hair	
18	Administering a predisposition and metallic salts test	3
19	Applying temporary hair coloring	9
	Quarter II Theory Hours:	152
	Practice Hours:	160
	Total Quarter Hours:	312

Third Quarter

Unit		Theory Hours
	Competency: Coloring Hair	
19	Applying temporary hair coloring	3
20	Applying semi-permanent hair color	3
21	Applying permanent hair colors	10
22	Applying hair lighteners to virgin hair	15
23	Retouching prelightened hair	9
24	Frosting, streaking and tipping	6
25	Detecting and correcting problems relating to hair coloring	6
	Competency: Facials	
26	Giving facials	9
	Competency: Styling Hair	
11	Waving and curling hair with curling irons and blow dryers	15
27	Pressing overly curly hair	5
12	Cutting and styling curly and overly curly hair	10
	Competency: Chemical Relaxing and Permanent Waves	
15	Giving a permanent wave	3
14	Relaxing hair with chemicals	12
	Competency: Cutting Hair	
28	Giving a precision haircut	6
29	Giving a flat top haircut	15
	Competency: Cleaning and Styling Wigs and Hair Pieces	
30	Cleaning and styling wigs	26
	Competency: Trimming Mustaches and Beards	
31	Trimming and shaping mustaches and beards	15
	Quarter III Theory Hours:	168
	Practice Hours:	144
	Total Quarter Hours:	312

Fourth Quarter

Unit		Theory Hours
	Competency: Styling Hair	
32	Styling hair (advanced)	6
	Competency: Chemical Relaxing and Permanent Waves	
15	Giving permanent waves	9
14	Relaxing hair with chemicals	9
	Competency: Cutting Hair	
05	Giving a basic scissors cut	6
28	Giving a precision hair cut	3
06	Giving a man's basic short haircut	3
	Competency: Coloring Hair	
33	Creating special effects with hair coloring	6
25	Detecting and correcting problems related to hair coloring	6
21	Applying permanent hair colors	6
	Competency: Using Electricity in Barbering	
34	Using electricity in barbering	5
	Competency: Applying Basic Chemistry, Anatomy and Physiology Concepts	
35	Applying anatomy and physiology concepts	25
36	Applying basic chemistry concepts	9
	Competency: Managing the Hair Salon	
37	Managing the barber shop	7
	Competency: Preparing for the State Board of Barbering Examination	
38	Preparing for the State Board of Barbering Examination	6
	Quarter IV Theory Hours:	106
	Practice Hours:	206
	Total Quarter Hours:	312

SECTION V

UNIT GUIDES

UNIT GUIDES

Description

In this section the tasks to be taught in each course are presented in sequential order. Each task is listed on a separate page so that it may be taken out of the guide for daily lesson planning or regrouped with other tasks to fit the individual teacher's own preference for teaching order. The task pages may be used for planning and executing group instruction or for individualized instruction. Each page in the UNIT GUIDES section contains the following information:

TASK: This is a short and concise statement of the task to be taught.

PERFORMANCE OBJECTIVE: The performance expected of the student after completing the unit is stated in stem form, without a specific statement of all conditions, equipment, and performance standard (these are listed in a criterion referenced measure in the Evaluation section of the task page).

INSTRUCTIONAL ACTIVITIES: Suggested learning activities are presented. These activities include providing information, demonstration, use of audio-visuals, and practical applications.

INSTRUCTIONAL MATERIALS: The materials that are necessary to carry out the instructional activities are listed. These include instructional units, textbooks, audio-visuals and equipment.

EVALUATION: This section contains a criterion referenced measure (where appropriate) and reference to any test items or other evaluation measures that are available to the teacher. The criterion referenced measure contains three parts--Condition, Performance and Standard.

CLASSROOM HOURS: The estimated time for completion of the instructional activities and the evaluation are indicated. This time estimate is stated in hours of classroom time. Additional practice time will depend upon the availability of patrons.

TASK

01 Becoming oriented to the field of barbering

PERFORMANCE OBJECTIVE

Orient students to barbering work.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Orientation
b. Barbering rules and regulations
   (1) Lab rules
   (2) Sanitary regulations
c. Barbering safety
   (1) Safety program
   (2) General shop rules
   (3) Sterilization rules
   (4) Razor safety
   (5) Electrical safety

INSTRUCTIONAL MATERIALS

Textbooks:

Thorpe

CLASSROOM HOURS 11

EVALUATION (01)

Upon successful completion of this unit, the student will demonstrate knowledge of the cosemtology curriculum, safety practices and rules and regulations which govern the cosmetology field. An assessment of successful completion will be made by a written examination. The exam and score results will be placed in students' personal files and will serve as evidence of knowledge of the rules, regulations and safety practices in cosmetology.

TASK

02 Developing working relationships

PERFORMANCE OBJECTIVE

Develop working relationships with customers and fellow workers.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Personality development
    1. Personality
    2. Self development
b. Professional ethics
    1. Rationale
    2. Principles
c. Hygiene and good grooming
    1. Rationale
    2. Hygienic rules
    3. Maintaining good health
d. Visual poise
    1. Posture
    2. Comfort
    3. Sitting
    4. Standing
e. Salesmanship
    1. Selling principles
    2. Selling ethics

INSTRUCTIONAL MATERIALS

Textbooks:

Thorpe

CLASSROOM HOURS 21

EVALUATION (02)

Upon completion of this unit the student will demonstrate, through an examination, an awareness of the importance of personality development in forming customer and worker relationships. The student will also demonstrate salesmanship and receptionist techniques in roleplaying situations.

TASK

03 Performing sanitation and sterilization procedures

PERFORMANCE OBJECTIVE

Sanitize and sterilize shop equipment.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Methods of sterilization and sanitation (chemical and physical agents)
b. Safety precautions
c. Wet sanitizing
d. Dry sanitizing
e. Sanitizing implements, combs, brushes, equipment, curlers, work areas and towels
f. Safety precautions

Provide Demonstration On:

Sanitizing implements, combs, brushes, equipment, curlers, work areas and towels

Provide Practical Application On:

a. Wet sanitizing procedures
b. Dry sanitizing procedures

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Swaton
c. Powitt
d. Dalton
e. Scott, et al.
f. Colletti

A/Vs:

Keystone, "Bacteriology and Sanitation"

Student Manuals:

Georgia, Units 4a and 4b

Tools and Equipment:

continued on back

CLASSROOM HOURS

5

EVALUATION (03)

a. Given brushes, combs, implements, a work area and necessary supplies and equipment, sanitize all items or areas so they are free of hair, solutions and soil. Areas must meet published health standards.

b. Performance Guide, V-Tecs, p. 16

c. Written Check
1. Milady, State Board Exam Review, p. 6
2. Prentice-Hall, Instructors Resource Manual, p. 17
3. Georgia, Written Checks, Units 4A-1, 4B-1

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Containers
c. Solutions
d. Measuring utensils
e. Labels
f. Rubber gloves
g. Safety glasses
h. Disinfectant
i. Stirrer
j. Air tight cabinet
k. Borax
l. Formalin
m. Formutabs
n. Timer
o. Towels
p. Brush dryer
q. Metal implements
r. 70% alcohol
s. Floor cleaning tools

TASK

04 Styling hair (basic)

PERFORMANCE OBJECTIVE

Perform basic hair styling.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Hair styling terms
b. Facial types
c. Profiles
d. Setting a head of hair
e. Brushing
f. Back combing
g. Developing lines and styles
h. Types of waves, bangs
i. Comb-out techniques
j. Using curling irons, heated rollers, blow dryers and other quick service set implements

Provide Demonstration On:

a. Various basic setting techniques
b. Various comb-out techniques
c. Basic uses of setting implements

Provide Practical Application On:

a. Methods of setting
b. Comb-out methods
c. Using various implements

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti

A/Vs:

a. Keystone, "Introduction to Hairstyling, Roller Setting, Curvature Hairstyling and Comb-out Techniques"
b. Hays, "Hairdressing for Beginners"
c. Hays, "Hair Styles"
d. Hays, "Hairdressing Projects"
e. Prentice-Hall, "Hair Care: Skills and Methods"

Student Manuals:

a. Keystone, Manual of Haircutting and Hairstyling

continued on back

CLASSROOM HOURS

12

EVALUATION (04)

a. Given a freshly shampooed patron and necessary equipment and supplies, complete a basic hair style which satisfies the patron. Conceal pins used to achieve the style. Completion of style must be within professionally accepted time limits.

b. Performance Guide, V-Tecs, pp 37-38

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 42

INSTRUCTIONAL MATERIALS

Student Manuals:

b. Hays, Hairdressing and Haircutting Skills and Designs

Tools and Equipment:

a. Cosmetology kit
b. Shampoo
c. Styling lotion
d. Hair spray
e. Blow dryer
f. Curling iron
g. Heated rollers
h. Disinfecting solution

TASK

05 Giving a basic scissors cut

PERFORMANCE OBJECTIVE

Give a basic scissors cut.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Implements used in hair cutting
b. Sectioning the hair
c. Cutting procedure
d. Thinning and tapering hair
e. Shaping hair (wet or dry)
f. Checking haircut
g. Blocking

Provide Demonstration On:

a. Entire cutting procedure
b. Methods of checking

Provide Practical Application On:

a. Sectioning
b. Thinning and tapering
c. Shaping
d. Checking haircut

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti

A/Vs:

a. Georgia, slide set 13-1
b. Georgia, slide set 13-2
c. Georgia, slide set 13-3
d. Keystone, "Hair Shaping"
e. Hays, "Haircutting"
f. Prentice-Hall, "Hairshaping"

Student Manuals:

a. Georgia, Unit 13
b. Keystone, Manual of Haircutting and Hairstyling
c. Hays, Hairdressing and Haircutting Skills and Designs

Tools and Equipment:

continued on back

CLASSROOM HOURS

36

EVALUATION (05)

a. Given necessary equipment and supplies, give patron a basic scissors cut which properly blends to form a semi-circle if combed straight out from the scalp. The cut should please the patron and should be completed within professionally accepted time limits.

b. Performance Guide, V'Tecs, p. 21

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology Volume I: Skills, p. 13

d. Written Check
   1. Milady, State Board Exam Review, p. 31
   2. Dalton, State Board Exam Review, p. 247
   3. Prentice-Hall, Instructor's Resource Manual, p. 34
   4. Georgia, Written Checks, Unit 13-1

TASK

06 Giving a man's basic short haircut

PERFORMANCE OBJECTIVE

Give a basic short haircut.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Hair styling terms
b. Facial types
c. Profiles
d. Developing outline
e. Comb-out techniques

Provide Practical Application On:

a. Methods of cutting
b. Comb-out methods
c. Using various methods

Provide Demonstration On:

a. Preparing patron
b. Clipper technique
c. Shears and comb technique
d. Finger and shears technique
e. Arching technique
f. Shaving neck and outlying areas
g. Final checkup

INSTRUCTIONAL MATERIALS

Textbooks:

Thorpe

Tools and Materials:

a. Neck strip
b. Towels
c. Cape
d. Shears
e. Comb
f. Clippers
g. Razor
h. Lather device
i. Disinfectant solution

CLASSROOM HOURS

15

EVALUATION (06)

Given a patron and necessary equipment and supplies, complete a man's basic short haircut that satisfies a patron and is completed within professionally accepted time limits as set by the instructor.

TASK

07 Identifying the parts and functions of the skin and scalp and recognizing the disorders

PERFORMANCE OBJECTIVE

Identify parts and functions of the skin and scalp and recognize the disorders.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Composition of skin and scalp
b. Structure of the skin
c. Layers of the skin
d. Functions of the skin and scalp
e. Care of the skin and scalp
f. Disorders of the skin and scalp

INSTRUCTIONAL MATERIALS

Textbooks:

a. Powitt
b. Standard Textbook (revised)
c. Dalton
d. Scott, et al.
e. Colletti

A/Vs:

a. Keystone, "Cosmetic Dermatology"
b. Prentice-Hall, "Skin and Hair Care"

Student Manuals:

Georgia, Unit 36

CLASSROOM HOURS

15

EVALUATION (07)

a. Given a list of parts and functions of the skin and scalp, the student will match the two with potential disorders.

b. Written Check
   1. Milady, Hair Structure and Chemistry Simplified, pp 3-5, 22-25
   2. Georgia, Written Checks, Unit 36-1
   3. Milady, State Board Exam Review, p. 12, p. 20
   4. Prentice-Hall, Instructor's Resource Manual, p. 8

TASK

08 Identifying the functions, characteristics and composition of hair

PERFORMANCE OBJECTIVE

Identify the functions, characteristics and composition of hair.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Function of hair
b. The hair follicle
c. Structure of the hair
d. Nature of hair protein
e. Requirements and properties of hair
f. Characteristics of hair
g. Composition of hair
h. Analysis of hair
i. Disorders of hair

INSTRUCTIONAL MATERIALS

Textbooks:

a. Powitt
b. Standard Textbook (revised)
c. Dalton
d. Scott, et al.
e. Colletti

Student Manuals:

Georgia, Unit 37

A/Vs:

Bergwell, "Hair Care"

CLASSROOM HOURS

10

EVALUATION (08)

a. Given necessary information, identify the functions, characteristics and composition of hair according to standards previously established by the instructor.

b. Written Check
   1. Georgia, Written Checks, Unit 37-1
   2. Milady, State Board Exam Review, p. 16
   3. Dalton, State Board Exam Review, p. 203
   4. Prentice-Hall, Instructor's Resource Manual, p. 8
   5. Milady, Hair Structure and Chemistry, pp 6-29

TASK

09 Giving a shave

PERFORMANCE OBJECTIVE

Give a patron a shave.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Texture of hair (coarse, medium or fine)
b. Grain of the beard
c. Sensitivity of the skin to the razor's edge
d. Shaving cream, hot towels and astringent lotion
e. Infection of the beard

Provide Demonstration On:

a. How to prepare patron
b. How to apply lather
c. How to apply cream and lotion

Provide Practical Application On:

a. Preparing patron
b. Applying lather
c. Applying lotion

INSTRUCTIONAL MATERIALS

Textbooks:

Thorpe

Tools and Materials:

a. Towels
b. Cape
c. Lather device
d. Razor
e. Lotions
f. Creams
g. Soap
h. Water
i. Comb

CLASSROOM HOURS

15

EVALUATION (09)

Given necessary tools and equipment, give a shave that is pleasing to the patron and that is within professionally accepted time limits as set by the instructor.

TASK

10 Shampooing a patron's hair and applying hair rinses

PERFORMANCE OBJECTIVE

Shampoo the patron's hair.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of shampoo
b. Chemistry of soaps and shampoos
c. Procedure for draping
d. Procedure for brushing patron's hair
e. Procedure for preparing patron for shampooing
f. Proper water temperature
g. Using shampoo bowl
h. Wetting the hair
i. Applying shampoo
j. Rinsing
k. Clean up procedure
l. Shampoo procedure
m. Safety precautions
n. Shampooing routine
o. Protein and pH in relation to shampoo
p. Types of rinses
q. Method of applying rinses

Provide Demonstration On:

a. Shampooing preparation
b. Shampooing procedures

Provide Practical Application On:

a. Draping
b. Brushing
c. Preparing for shampoo
d. Using shampoo bowl
e. Shampooing

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti
e. Powitt

A/Vs:

a. Georgia, slide set 6-1
b. Georgia, slide set 6-2
c. Keystone, "Shampooing"
d. Bergwall, "Shampoo and Hair Care"

Student Manuals:

Georgia, Unit 6

Tools and Materials:

a. Cosmetology kit
b. Shampoo
c. Disinfecting solution

CLASSROOM HOURS

3

EVALUATION (10)

a. Given necessary equipment and supplies, shampoo the patron's hair. Upon instructor's inspection, hair must be free of excessive matting, oil, soil and soap curds.

b. Performance Guide, V-Tecs, p. 17

c. Written Check
   1. Milady, State Board Exam Review, p. 26
   2. Dalton, State Board Exam Review, p. 219
   3. Prentice-Hall, Instructor's Resource Manual, p. 25
   4. Georgia, Written Checks, Units 6-1, 6-2, 6-3

TASK

11 Waving and curling hair with curling irons and blow dryers

PERFORMANCE OBJECTIVE

Curl hair using curling irons.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Thermal waving and concepts
b. Purpose of thermal operations
c. Safety precautions
d. Methods of thermal waving
e. Croquignole thermal curling

Provide Demonstration On:

Different techniques for using curling irons

Provide Practical Application On:

Setting waves and curling with thermal irons

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Colletti
d. Scott, et al.
e. Barrett

A/Vs:

a. Georgia, slide set 34-1
b. Keystone, "Blow Styling, Air Waving, Instant Rollers, Thermal Roller Curl and Croquignole Curling"

Student Manuals:

Georgia, Unit 34

Tools and Equipment:

a. Cosmetology kit
b. Towels
c. Shampoo
d. Blow dryer
e. Curling iron
f. Hair spray

CLASSROOM HOURS

21

EVALUATION (11)

a. Given a patron and necessary supplies and equipment, set waves and curls using a curling iron. The procedure should result in an even set which pleases the patron and is completed in professionally accepted time limits of 15 to 20 minutes.

b. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 63

c. Performance Guide, V-Tecs, p. 38

d. Written Check
   1. Milady, State Board Exam Review, p. 63
   2. Dalton, State Board Exam Review, p. 287
   3. Georgia, Written Checks, Unit 34-1

TASK

12 Cutting and styling curly and overly-curly hair

PERFORMANCE OBJECTIVE

Cut overly-curly hair with clippers.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Implements used in haircutting
b. Cutting procedure
c. Checking haircut
d. Outlining Quo Vadis

Provide Practical Application On:

a. Direction of cutting
b. Checking haircut

Provide Demonstration On:

a. Entire cutting procedure
b. Method of checking

INSTRUCTIONAL MATERIALS

Textbooks:

Thorpe

Tools and Materials:

a. Cape
b. Neck strip
c. Comb
d. Brush
e. Scissors
f. Clippers
g. Blades
h. Disinfecting solution

CLASSROOM HOURS

15

EVALUATION (12)

Given a patron and necessary supplies and equipment, cut overly-curly hair in a style that is pleasing to the patron and that is within professionally accepted time limits as set by the instructor.

TASK

13 Determining the porosity of hair

PERFORMANCE OBJECTIVE

Determine the porosity of a patron's hair.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Normal hair
b. Resistant hair
c. Causes of porosity variations
d. Treatment

Provide Demonstration On:
On:

How to determine porosity

Provide Practical Application On:

Determining the porosity of a patron's hair

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Scott, et al.
c. Dalton
d. Barrett
e. Powitt
f. Colletti

Student Manuals:

Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

A/Vs:

Bergwall, "Shampoo and Hair Care"

CLASSROOM HOURS

5

EVALUATION (13)

a. Given a patron and necessary equipment and supplies, determine the porosity of a patron's hair. The analysis should closely match that of the instructor.

b. Written Check
   1. Milady, State Board Exam Review, p. 16
   2. Dalton, State Board Exam Review, p. 203
   3. Prentice-Hall, Instructor's Resource Manual, p. 8

TASK

14 Relaxing hair with chemicals

PERFORMANCE OBJECTIVE

Chemically relax the hair.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose of hair relaxing
b. Action of chemical products
c. Basic relaxing steps
d. Hair analysis
e. Application procedures
f. Hair types and textures
g. Degree of permanence
h. Disulfide or S-1 bonds
i. Finishing methods
j. Ammonium thioglycolate solution
k. Sodium hydrozide

Provide Demonstration On:

a. Application procedures
b. Safety precautions
c. Hair analysis

Provide Practical Application On:

a. Hair analysis
b. Application procedures
c. Finishing methods

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Powitt
e. Colletti

Student Manuals:

a. Georgia, Unit 32
b. Revlon-Realistics, How to Style Book for Overly-Curly Hair

A/Vs:

a. Georgia, slide set 32-1
b. Keystone, "Hair Straightening"

Tools and Equipment:

continued on back

CLASSROOM HOURS

39

EVALUATION (14)

a. Given a patron with overly-curly hair, necessary equipment and supplies, select and apply a chemical relaxer which satisfies the patron, removes unwanted curls and leaves the hair in good condition. The procedure should be completed within professionally accepted time limits 1 to 2 hours.

b. Performance Guide, V-Tecs, p. 59

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 20

d. Written Check
   1. Georgia, Written Checks, Unit 32-1
   2. Milady, State Board Exam Review, p. 57, p. 74
   3. Dalton, State Board Exam Review, p. 279
   4. Prentice-Hall, Instructor's Resource Manual, p. 92

INSTRUCTIONAL MATERIALS

Tools and Equipment

a. Cosmetology kit
b. Butterfly clamps
c. Large tooth comb
d. Protective cream
e. Relaxer
f. Timer
g. Gloves
h. Spatula
i. Dish
j. Protective base
k. Soapless detergent shampoo
i. Neutralizer
m. Disinfecting solution
n. Record card

TASK

15 Giving a permanent wave

PERFORMANCE OBJECTIVE

Section, wrap and process a permanent wave.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Cold waving
   1. Physical actions
   2. Chemical actions
b. Composition of hair
c. Scalp and hair analysis
d. Rod selection
e. Permanent wave solutions
f. Blockings
g. Testing curls
h. Preparing the patron
i. Procedures
j. Processing time
k. Rinsing and blotting
l. Neutralization
m. Safety
n. Cleaning and storing
o. Sectioning and blocking
p. Rod selection
q. End papers
r. Wrapping the hair
s. Analyzing hair and scalp
t. Shaping the hair
u. Wrapping the hair
v. Curl tests
w. Application procedures
x. Finishing styles

Provide Demonstration On:

a. Preparing the patron
b. Application procedure
c. Sectioning, blocking, shaping and rolling the hair
d. Curl tests
e. Application procedures

continued on back

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Powitt
e. Colletti
f. Barrett

A/Vs:

a. Georgia, slide set 5-1
b. Georgia, slide set 5-2
c. Georgia, slide set 5-3
d. Georgia, slide set 5-4
e. Georgia, slide set 5-5
f. Georgia, slide set 5-6
g. Georgia, slide set 14-1
h. Georgia, slide set 14-2
i. Keystone, "Permanent Waving"
j. Hays, "Permanent Waving"

Student Manuals:

Georgia, Unit 5

continued on back

CLASSROOM HOURS

51

EVALUATION (15)

a. Given a patron and necessary equipment and supplies, give a permanent wave according to patron's needs and desires. The hair should be rolled and processed correctly, resulting in the desired curl. Permanent should be completed within professionally accepted time standards 1 1/2 to 2 hours.

b. Performance Guide, V-Tecs, p. 57

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 20

d. Written Check
   1. Georgia, Written Checks, Unit 5-1, 14-1, 14-2
   2. Milady, State Board Exam Review, pp 52, 57-67
   3. Dalton, State Board Exam Review, p. 273
   4. Prentice-Hall, Instructor's Resource Manual, p. 92

INSTRUCTIONAL ACTIVITIES

Provide Practical Application On:

a. Sectioning, blocking, shaping and rolling hair
b. Testing curls
c. Applying and removing solutions
d. Sectioning blocking, shaping and rolling hair
e. Applying and removing solutions
f. Testing curls
g. Styling and finishing

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Gloves
c. Cotton
d. Protective creme
e. End papers
f. Perm rods
g. Applicator bottles
h. Waving lotion
i. Neutralizer
j. Shampoo
k. Neutral rinse
l. Record card
m. Disinfecting solution

TASK

16 Giving special purpose permanent waves

PERFORMANCE OBJECTIVE

Process a special purpose permanent wave.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Special problems in permanent waving
b. Hair tinted with metallic dye
c. Curl reduction
d. Partial permanent waves
e. Waving long hair

Provide Demonstration On:

Permanent application procedures

Provide Practical Application On:

Special permanent application techniques

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Powitt
f. Colletti

A/Vs:

a. Georgia, slide set 15-1
b. Keystone, "Permanent Waving"

Student Manuals:

Georgia, Unit 15

Tools and Equipment:

continued on back

CLASSROOM HOURS

3

EVALUATION (16)

a. Given a patron and necessary equipment and supplies, give a special purpose permanent wave according to patron's needs and desires. The permanent should be processed, resulting in the desired curl. Completion should be within professionally accepted time limits 1 1/2 to 2 hours.

b. Performance Guide, V-Tecs, p. 57

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 20

d. Written Check
   1. Georgia, Written Checks, Unit 15-1
   2. Milady, State Board Exam Review, pp 68-74

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Gloves
c. Cotton
d. Protective cream
e. End papers
f. Perm rods
g. Applicator bottles
h. Waving lotion
i. Neutralizer
j. Shampoo
k. Record card
l. Disinfecting solution

TASK

17 Conditioning damaged hair and giving scalp treatments

PERFORMANCE OBJECTIVE

Select and apply the proper conditioner or scalp treatment to patron's hair.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of conditioners (protein, moisturizing, instant, synthetic)
b. Procedure for applying instant conditioners
c. Procedure for applying setting lotion
d. Procedure for applying scalp treatment with massage manipulations

Provide Demonstration On:

a. Applying conditioners
b. Applying lotions
c. Giving scalp treatment with massage manipulations

Provide Practical Application On:

a. How to apply instant conditioners
b. How to apply setting lotion
c. How to apply scalp treatment with massage manipulations

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti

A/Vs:

a. Georgia, slide set 7-1
b. Georgia, slide set 8-1
c. Georgia, slide set 8-2
d. Georgia, slide set 8-3
e. Keystone, "Scalp Treatment"

Student Manuals:

Georgia, Unit 7

Tools and Equipment:

a. Cosmetology kit
b. Conditioner
c. Disinfecting solution

CLASSROOM HOURS

15

EVALUATION (17)

a. Given a patron and necessary supplies and equipment, select and apply the conditioner or scalp treatment to a patron's hair. The conditioner must be applied according to manufacturer's directions and will partially relieve the dry or damaged state of the hair and scalp.

b. Performance Guide, V-Tecs, p. 62

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 63

d. Written Check
   1. Milady, State Board Exam Review, p. 20, p. 28
   2. Dalton, State Board Exam Review, p. 225, p. 227
   3. Prentice-Hall, Instructor's Resource Manual, p. 119
   4. Georgia, Written Checks, Unit 8-1

TASK

18 Administering a predisposition and metallic salts test

PERFORMANCE OBJECTIVE

Administer a predisposition and metallic salts test to a patron's hair.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Tests for metallic salts
   1. Lead
   2. Silver
   3. Copper
b. Patch test
   1. Selecting area
   2. Mixing solution
c. Patch test results

Provide Demonstration On:

a. Testing procedures
b. Interpreting test results

Provide Practical Application On:

a. Giving patch tests
b. Giving tests for metallic salts

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Powitt
f. Colletti

A/Vs:

a. Georgia, slide set 19 B-1
b. Clairol, "Series on Hair Color"

Student Manuals:

a. Georgia, Unit 19 B
b. Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

Tools and Equipment:

Cosmetology kit

CLASSROOM HOURS

3

EVALUATION (18)

a. Given a patron (freshly shampooed) and necessary supplies and equipment, administer a predisposition and metallic salts test.

b. Written Check
   1. Milady, State Board Exam Review, p. 42
   2. Dalton, State Board Exam Review, p. 257
   3. Prentice-Hall, Instructor's Resource Manual, p. 75

TASK

19 Applying temporary hair coloring

PERFORMANCE OBJECTIVE

Apply a temporary hair rinse.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of temporary hair coloring (rinse, crayons, mascara, sprays, highlighting color shampoo, and cream)
b. Selecting color
c. Temporary hair color procedures
d. Application types
e. Safety precautions

Provide Demonstration On:

a. Preparing patrons
b. Application techniques

Provide Practical Application On:

a. Selecting color
b. Methods of application

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti
e. Powitt

A/Vs:

a. Georgia, slide set 17-1
b. Georgia, slide set 17-2
c. Keystone, "Hair Coloring"
d. Clairol, "Temporary Colors"
e. Prentice-Hall, "Hair: Coloring and Lightening"

Student Manuals:

a. Georgia, Units 16, 17
b. Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

Tools and Equipment:

a. Cosmetology kit
b. Color rinse
c. Color chart
d. Brush/applicator bottle
e. Swab
f. Plastic cap
g. Disinfecting solution

CLASSROOM HOURS

25

EVALUATION (19)

a. Given a patron and necessary equipment and supplies, select and apply a temporary rinse which results in an even color distribution and a satisfied patron.

b. Performance Guide, V-Tecs, p. 46

c. Written Check
   1. Georgia, Written Checks, Unit 17-1
   2. Milady, State Board Exam Review, pp 42, 91-94
   3. Dalton, State Board Exam Review, p. 257
   4. Prentice-Hall, Instructor's Resource Manual, p. 75

TASK

20 Applying semi-permanent hair colors

PERFORMANCE OBJECTIVE

Apply semi-permanent hair coloring.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Semi-permanent tints
b. Characteristics of semi-permanent tints
c. Types of semi-permanent coloring
d. Selection of colors
e. Preparation of patron
f. Procedures for application (shampoo bowl and station)
g. Applicator implements
h. Application approaches (soap cap, 3 to 6 shampoo color, glamour bath, henna preparation and filters)
i. Color test
j. Preparing formula

Provide Demonstration On:

a. Preparing patrons
b. Application techniques

Provide Practical Application On:

a. Selection of colors
b. Preparing patrons
c. Application procedures
d. Color test
e. Preparing formula

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Powitt
e. Colletti

A/Vs:

a. Georgia, slide set 18-1
b. Georgia, slide set 18-2
c. Keystone, "Hair Coloring"
d. Clairol, "Series on Semi-Permanent Hair Color"
e. Prentice-Hall, "Hair Coloring and Lightening"

Student Manuals:

a. Georgia, Unit 18
b. Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

Tools and Equipment:

continued on back

CLASSROOM HOURS

3

EVALUATION (20)

a. Given a patron and necessary equipment and supplies, select and apply a semi-permanent hair coloring which results in an even color distribution and a satisfied patron.

b. Performance Guide, V-Tecs, p. 44

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 73

d. Written Check
   1. Georgia, Written Checks, Unit 18-1
   2. Milady, State Board Exam Review, pp 42, 93-94
   3. Dalton, State Board Exam Review, p. 257
   4. Prentice-Hall, Instructor's Resource Manual, p. 75

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Plastic cap
c. Gloves
d. Powder
e. Color developer
f. Timer
g. Applicator
h. Comb
i. Protective
j. Shampoo
k. Neutral rinse
l. Stain remover
m. Record card
n. Statement
o. Disinfecting solution

TASK

21 Applying permanent hair colors

PERFORMANCE OBJECTIVE

Select and apply a permanent hair color to a patron's hair.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of permanent coloring
b. Predisposition test procedure
c. Color selection
d. Sectioning
e. Permanent coloring procedure
f. Color development
g. Removing tint stains

Provide Demonstration On:

a. Predisposition test procedure
b. Sectioning
c. Permanent coloring procedure

Provide Practical Application On:

a. Application techniques
b. Preparing patrons

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Powitt
f. Colletti

A/Vs:

a. Georgia, slide set 19 A-1
b. Keystone, "Hair Coloring"
c. Clairol, "Series on Hair Color"
d. Prentice-Hall, "Hair Coloring and Lightening"

Student Manuals:

a. Georgia, Unit 19 A
b. Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

Tools and Equipment:

continued on back

CLASSROOM HOURS

16

EVALUATION (21)

a. Given a patron (freshly shampooed) and necessary equipment and supplies, select and apply a permanent hair coloring which results in an even color distribution and a satisfied patron.

b. Performance Guide, V-Tecs, p. 47

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 73

d. Written Check
   1. Georgia, Written Checks, Unit 19A-7
   2. Milady, State Board Exam Review, pp 42, 95-99.
   3. Dalton, State Board Exam Review, p. 257
   4. Prentice-Hall, Instructor's Resource Manual, p. 75

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Towel
c. Protective cream
d. Gloves
e. Powder
f. Color developer
g. Timer
h. Bowl/applicator
i. Shampoo
j. Neutral rinse
k. Stain remover
l. Record card
m. Release statement

TASK

22 Applying hair lighteners to virgin hair

PERFORMANCE OBJECTIVE

Lighten virgin hair.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose of lightening
b. Types of lighteners
c. Mixing procedures
d. Application procedures
e. Purpose of toners
f. Types of toners
g. Color selection
h. Mixing toners
i. Toner application procedure
j. Procedure for lightening and toning hair
k. Safety precautions

Provide Demonstration On:

a. Mixing procedures
b. Application procedures

Provide Practical Application On:

a. Mixing procedures
b. Application techniques

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Powitt
f. Colletti

A/Vs:

a. Georgia, slide set 20-1
b. Georgia, slide set 20-2
c. Georgia, slide set 20-3
d. Keystone, "Hair Coloring"
e. Clairol, "Series on Hair Color"
f. Prentice-Hall,"Hair: Coloring and Lightening"

Student Manuals:

a. Georgia, Unit 20
b. Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

Tools and Equipment:

continued on back

CLASSROOM HOURS

15

EVALUATION (22)

a. Given a patron with virgin hair and necessary equipment and supplies, select and apply a hair lightener to achieve the desired shade. The procedure should leave the hair in good condition and result in even color removal.

b. Performance Guide, V-Tecs, p. 50

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 73

d. Written Check
   1. Georgia, Written Checks, Unit 20-1
   2. Milady, State Board Exam Review, pp 42, 86-91
   3. Dalton, State Board Exam Review, p. 267
   4. Prentice-Hall, Instructor's Resource Manual, p. 75

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Towels
c. Powder
d. Timer
e. Lightening material
f. Activator
g. Developers
h. Shampoo
i. Bowl/applicators
j. Toner
k. Plastic cap
l. Record card
m. Release statement

TASK

23 Retouching prelightened hair

PERFORMANCE OBJECTIVE

Retouch the new growth of prelightened hair.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Procedure for retouching
b. Safety precautions
c. Toner
d. Purpose for retouching

Provide Demonstration On:

Procedures for retouching

Provide Practical Application On:

Retouching (in various colors) new growth of prelightened hair

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Colletti
d. Scott, et al.
e. Barrett

Student Manuals:

a. Georgia, Unit 21
b. Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

A/Vs:

a. Georgia, slide set 21-1
b. Georgia, slide set 21-2
c. Keystone, "Hair Coloring"
d. Clairol, "Series on Hair Color"
e. Prentice-Hall, "Hair: Coloring and Lightening"

Tools and Equipment:

continued on back

CLASSROOM HOURS

9

EVALUATION (23)

a. Given a patron and necessary supplies and equipment, retouch the new growth of prelightened hair. The procedure will result in an even distribution of hair color from scalp to hair ends.

b. Performance Guide, V-Tecs, p. 52

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 73

d. Written Check
   1. Milady, State Board Exam Review, p. 42
   2. Dalton, State Board Exam Review, p. 267
   3. Prentice-Hall, Instructor's Resource Manual, p. 75
   4. Georgia, Written Checks, Unit 21-1

INSTRUCTIONAL MATERIALS

Tools and Materials:

a. Cosmetology kit
b. Towels
c. Protective cream
d. Gloves
e. Powder
f. Color developer
g. Timer
h. Bowl/applicator
i. Neutral rinse
j. Stain remover
k. Record card
l. Release statement

TASK

24 Frosting, streaking and tipping

PERFORMANCE OBJECTIVE

Frost, streak and tip a patron's hair.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Procedure for mixing colors
b. Procedure for frosting (with cap and with foil)
c. Procedure for streaking

Provide Demonstration On:

a. Procedure for mixing colors used in frosting, streaking and tipping
b. Procedure for frosting with a plastic cap or foil
c. Procedure for streaking

Provide Practical Application On:

a. Mixing colors
b. Frosting with a plastic cap
c. Frosting with foil
d. Streaking hair

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Colletti

A/Vs:

a. Georgia, slide set 22-1
b. Georgia, slide set 22-2
c. Georgia, slide set 22-3
d. Keystone, "Hair Coloring"
e. Clairol, "Special Effects and Super Streak"
f. Prentice-Hall, "Hair: Coloring and Lightening"

Student Manuals:

a. Georgia, Unit 22
b. Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

Tools and Equipment:

continued on back

CLASSROOM HOURS

6

EVALUATION (24)

a. Given a patron and necessary equipment and supplies, either frost, streak or tip the patron's hair. The procedure should result in an even color distribution, leave the hair in good condition and please the patron.

b. Performance Guide, V-Tecs, pp 53-56

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 73

d. Written Check
   1. Milady, State Board Exam Review, p. 42
   2. Dalton, State Board Exam Review, p. 267
   3. Prentice-Hall, Instructor's Resource Manual, p.75

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Towel
c. Protective cream
d. Gloves
e. Powder
f. Color developer
g. Timer
h. Bowl/applicator
i. Shampoo
j. Neutral rinse
k. Stain remover
l. Record card
m. Release statement
n. Foil
o. Plastic cap

TASK

25 Detecting and correcting problems related to hair coloring

PERFORMANCE OBJECTIVE

Detect and correct problems relating to hair coloring.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose of filler
b. Types of filler
c. Advantages of filler
d. Application procedure
e. Purpose for removing aniline derivative tint
f. Types of removers
g. Procedure for changing tint back to natural color
h. Procedure for spot lightening
i. Reconditioning damaged hair

Provide Demonstration On:

a. Filler application techniques
b. Aniline derivative tint removal techniques
c. Techniques for changing tint back to natural color
d. Technique for spot lightening and reconditioning damaged hair

Provide Practical Application On:

Applying fillers, removing tint, spot lightening and reconditioning

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Powitt
f. Colletti

A/Vs:

a. Georgia, slide set 23-1
b. Georgia, slide set 23-2
c. Georgia, slide set 23-3
d. Clairol, "Series on Hair Color"

Student Manuals:

a. Georgia, Unit 23
b. Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

Tools and Equipment:

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CLASSROOM HOURS

6

EVALUATION (25)

a. Given a patron and necessary supplies and equipment, detect and correct any problems related to hair coloring. The procedure must leave a satisfactory appearance which is pleasing to the patron and judged appropriate by the instructor.

b. Performance Guide Sheet, V-Tecs, p. 49

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 73

d. Georgia, Written Checks, Unit 23-1

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Towels
c. Bowl/applicator
d. Shampoo
e. Timer
f. Record card
g. Protective cream
h. Cotton
i. Foil
j. Gloves
k. Power
l. Release statement

TASK

26 Giving facials

PERFORMANCE OBJECTIVE

Give a facial to a patron.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Theory of massage
b. Basic manipulations (effleurage petrissage, friction, percussion, vibration)
c. Skin disorders
d. Purpose for facial
e. Physiological effects of massage
f. Preparation of patron
g. Procedure for plain facial
h. Facial manipulation
i. Problems of dry and oily skin
j. Procedure for dry skin
k. Procedure for oily skin

Provide Demonstration On:

a. Types of manipulations
b. Preparation of patron
c. Facial procedures for various types of skin

Provide Practical Application On:

a. Facials for oily skin
b. Facials for normal-to-dry skin

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Colletti
d. Scott, et al.
e. Barrett
f. Milady

A/Vs:

a. Georgia, slide set 28 B-1
b. Georgia, slide set 28 B-2
c. Georgia, slide set 28 B-3
d. Keystone, "Facial Massage"

Student Manuals:

a. Georgia, Unit 28-A
b. Georgia, Unit 28-B

Tools and Equipment:

continued on back

CLASSROOM HOURS

9

EVALUATION (26)

a. Given a patron and necessary supplies and equipment, give a complete facial which is pleasing to the patron and is of professional quality as judged by the instructor.

b. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, pp 54-55

c. Written Check
   1. Georgia, Written Checks, Units 28-A and 28-B
   2. Milady, State Board Exam Review, p. 73
   3. Dalton, State Board Exam Review, p. 295
   4. Prentice-Hall, Instructor's Resource Manual, p. 119

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Towls
b. Cotton
c. Cream
d. Lotion
e. Spatula
f. Steamer
g. Infra-red tissues
h. Make-up
i. Head covering

TASK

27. Pressing overly-curly hair

PERFORMANCE OBJECTIVE

Press overly-curly hair with heat.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Characteristics of the hair and scalp
b. Examination of the hair and scalp
c. Corrective treatments
d. Proper care of pressing curls
e. Procedures in pressing
f. Safety precautions

Provide Demonstration On:

Hair pressing techniques

Provide Practical Application On:

Pressing overly-curly hair

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett

A/Vs:

a. Georgia, slide set 42-1
b. Keystone, "Super Curly Hair"

Student Manuals:

Georgia, Unit 42

Tools and Equipment:

a. Cosmetology kit
b. Pressing comb
c. Pressing oil
d. Pomade

CLASSROOM HOURS

5

EVALUATION (27)

a. Given a patron with overly-curly hair and necessary supplies and equipment, mechanically press the patron's hair. The procedure should temporarily straighten the hair and should be completed within 20 to 30 minutes.

b. Written Check
   1. Milady, State Board Exam Review, p. 60
   2. Dalton, State Board Exam Review, p. 287

TASK

28 Giving a precision hair cut

PERFORMANCE OBJECTIVE

Give a precision hair cut.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Implements used in precision hair cuts
b. Techniques for advanced hair cuts
c. Checking precision cuts

Provide Demonstration On:

Different types of precision hair cuts

Provide Practical Application On:

Giving precision cuts

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti

A/Vs:

a. Georgia, slide set 13A-1
b. Georgia, slide set 13A-2
c. Georgia, slide set 13A-3
d. Georgia, slide set 13A-4
e. Keystone, "Men's Hairstyling"
f. Aura filmstrips, Pivot Point International
g. Hays, "Haircutting"
h. Prentice-Hall, "Hairshaping"

Student Manuals:

a. Georgia, Unit 13
b. Keystone, Manual of Haircutting and Hairstyling
c. Hays, Hairdressing and Haircutting Skills and Designs

Tools and Equipment:

Cosmetology kit

CLASSROOM HOURS

3

EVALUATION (28)

a. Given necessary equipment and supplies and provided with a a patron, give patron a precision hair cut which pleases the patron and is completed within professionally accepted time limits.

Performance Guide, V-Tecs, p. 21

Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 13

TASK

29 Giving a flat top haircut

PERFORMANCE OBJECTIVE

Give a basic flat top haircut.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of flat tops
b. Facial types
c. Profile
d. Brushing

Provide Practical Application On:

a. Methods of cutting
b. Brushing methods
c. Using various implements

Provide Demonstration On:

a. Various cutting techniques
b. Basic use of wax

INSTRUCTIONAL MATERIALS

Textbooks:

Thorpe

Tools and Materials:

a. Flat top comb
b. Neck strip
c. Cape
d. Shears
e. Comb
f. Clippers
g. Razor
h. Lather device
i. Disinfectant solution
j. Flat top wax
k. Brush

CLASSROOM HOURS

15

EVALUATION (29)

Given a patron and necessary equipment and supplies, complete a flat top hair cut that satisfies a patron and is completed within professionally accepted time limits as set by the instructor.

TASK

30 Cleaning and styling wigs

PERFORMANCE OBJECTIVE

Clean and style a wig.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose of wigs
b. Types of wigs
c. Wig measurements
d. Ordering wigs
e. Altering wigs
f. Shaping wigs
g. Coloring wigs
h. Conditioning
i. Cleaning
j. Setting and comb-out
k. Synthetic fibers

Provide Demonstration On:

a. Measuring for a wig
b. Cleaning, coloring, conditioning and styling a wig

Provide Practical Application On:

a. Measuring wigs
b. Shaping wigs
c. Coloring wigs
d. Conditioning wigs
e. Cleaning wigs
f. Setting and combing out wigs

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti

A/Vs:

a. Georgia, slide set 27-1
b. Keystone, "Wigs and Wiglets"
c. Hays, "Wigs and Hair Pieces"

Student Manuals:

Georgia, Unit 27

Tools and Equipment:

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CLASSROOM HOURS

12

EVALUATION (30)

a. Given necessary equipment and supplies, clean and style a wig. The cleaning procedure will remove all soil from the wig without altering the foundation size or the comb-out. Styling must satisfy the patron.

b. Performance Guide, V-Tecs, pp 69-73

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 47

d. Written Check
   1. Milady, State Board Exam Review, p. 41
   2. Dalton, State Board Exam Review, p. 323
   3. Prentice-Hall, Instructor's Resource Manual, p. 56
   4. Georgia, Written Checks, Unit 27-1

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Rubber gloves
c. Wig
d. T pins
e. Liquid container
f. Wide tooth comb
g. Towel
h. Wig cleaner
i. Swivel clamp
j. Plastic bag
k. Wig block
l. Disinfecting solution

TASK

31 Trimming and shaping mustache and beard

PERFORMANCE OBJECTIVE

Give a basic mustache and beard trim.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Implements used in trimming and shaping beard and mustache
b. Cutting procedure
c. Checking mustache and beard

Provide Practical Application On:

a. Trimming and shaping
b. Checking beard and mustache

Provide Demonstration On:

a. Entire cutting procedure
b. Methods of checking

INSTRUCTIONAL MATERIALS

Textbooks:

Thorpe

Tools and Materials:

a. Cape
b. Neck strips
c. Comb
d. Brush
e. Scissors
f. Outliners
g. Disinfecting solution

CLASSROOM HOURS

15

EVALUATION (31)

Given a patron with mustache and beard and necessary equipment and supplies, trim and shape mustache and beard in a style which pleases the patron and is completed within professionally accepted time limits as set by the instructor.

TASK

32 Styling hair (advanced)

PERFORMANCE OBJECTIVE

Perform advanced hair styling.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Art-line and design
b. Sequence of comb-out
    1. Dry mold
    2. Relax
    3. Back combing
    4. Form
    5. Execution
    6. Ornamentation
c. Setting a head of hair with rollers and pin curls
d. Combing out hair
e. Dry setting
f. Creating styles with long hair

Provide Demonstration On:

a. Various advanced setting techniques
b. Various comb-out techniques
c. Advanced uses of setting implements

Provide Practical Application On:

a. Advanced methods of setting
b. Comb-out methods
c. Styling implements

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti

A/Vs:

a. Aura filmstrips, Pivot Point International
b. Hays, "Hairdressing for Seniors"

Tools and Equipment:

a. Cosmetology kit
b. Shampoo
c. Styling lotion
d. Hair spray
e. Blow dryer
f. Curling iron
g. Heated rollers
h. Disinfecting solution

CLASSROOM HOURS

6

EVALUATION (32)

a. Given a patron (freshly shampooed) and necessary equipment and supplies, complete a basic hair style which satisfies the patron. Conceal pins used to achieve the style. The style should be completed within professionally accepted time limits.

b. Performance Guide, V-Tecs, pp 37-38

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 42

d. Written Check
   1. Milady, State Board Exam Review, p. 35
   2. Dalton, State Board Exam Review, p. 243
   3. Prentice-Hall, Instructor's Resource Manual, p. 42

TASK

33 Creating special effects with hair coloring

PERFORMANCE OBJECTIVE

Create special effects with hair coloring.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of special effects
b. Low lighting techniques
c. Rembrandting
d. Bronzing
e. Flaming technique
f. Glazing or sunbursting
g. Fire bursting
h. Sunshining
i. Marbelizing
j. Collaging
k. Cognacing
l. Hazing
m. Tortoise shelling
n. Naturalizing
o. Glossing
p. Spicing

Provide Demonstration On:

Techniques for applying several popular special effects hair coloring treatments

Provide Practical Application On:

Several different popular special effects techniques

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti

Student Manuals:

Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

A/Vs:

a. Clairol, "Special Effects"
b. Clairol, "Super Streak"

CLASSROOM HOURS

6

EVALUATION (33)

Given a patron desiring a special effect hair coloring treatment and necessary equipment and supplies, create a special hair coloring effect which is pleasing to the patron and judged appropriately applied by the instructor.

TASK

34 Using electricity in cosmetology

PERFORMANCE OBJECTIVE

Make use of electricity in cosmetology.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Terminology
b. Basic devices
c. Safety in use of devices
d. Electrical equipment in cosmetology
e. Safety in cosmetology shop

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Scott, et al.

Student Manuals:

Georgia, Unit 39

A/Vs:

Keystone, "Electricity"

CLASSROOM HOURS

5

EVALUATION (34)

a. Given various electrical implements, the student will demonstrate a working knowledge of each, including special safety precautions.

b. Written Check
   1. Georgia, Written Checks, Unit 39-1
   2. Milady, State Board Exam Review, p. 79

TASK

35 Applying anatomy and physiology concepts

PERFORMANCE OBJECTIVE

Apply anatomy and physiology concepts.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Cells
b. Tissues
c. Organs
d. Systems
    1. Skeletal
    2. Muscular
    3. Nervous
    4. Blood Vascular
e. Lymph-vascular system
f. Arteries of the head, face and neck
g. Endocrine system
h. Excretory system
i. Urinary system
j. Respiratory system
k. Digestive system

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Barrett
d. Scott, et al.
e. Powitt
f. Colletti
g. Swaton

A/Vs:

a. Georgia, slide set 35-1
b. Georgia, slide set 35-2
c. Georgia, slide set 35-3
d. Georgia, slide set 35-4
e. Georgia, slide set 35 A-1
f. Georgia, slide set 35 A-2
g. Georgia, slide set 35 A-3
h. Georgia, slide set 35 B-1
i. Georgia, slide set 35 B-2
j. Georgia, slide set 35 B-3
k. Keystone, "Histology Anatomy"

Student Manuals:

a. Georgia, Unit 35
b. Georgia, Unit 35 A
c. Georgia, Unit 35 B

CLASSROOM HOURS

25

EVALUATION (35)

a. Given a written examination covering anatomy and physiology, answer questions with 85% accuracy.

b. Written Check
   1. Georgia, Written Checks, Units 35-1, 35-2, 35-3, 35-4, 35 A-1, 35 A-2, 35 A-3, 35 B-1, 35 B-2 and 35 B-3
   2. Milady, State Board Exam Review, pp 95-103
   3. Dalton, State Board Exam Review, pp 343-362
   4. Prentice-Hall, Instructor's Resource Manual, p. 154

TASK

36 Applying basic chemistry concepts

PERFORMANCE OBJECTIVE

Apply basic chemistry concepts in cosmetology.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Proteins
b. Hard keratin
c. Amino acids
d. Atoms and molecules
e. Types of bonds
f. The pH scale
g. Physical changes
h. Chemical changes
i. Oil and water emulsion

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Powitt
c. Swaton
d. Dalton
e. Scott, et al.
f. Colletti

Student Manuals:

a. Georgia, Unit 38
b. Swaton, Chemistry for the Cosmetology Student

A/Vs:

Keystone, "Chemistry for Cosmetologists"

CLASSROOM HOURS

9

EVALUATION (36)

a. Given a written examination covering basic chemistry concepts, answer questions with 85% accuracy.

b. Written Check
   1. Georgia, Written Checks, Units 38-1, 38-2 and 38-3
   2. Milady, State Board Exam Review, p. 82
   3. Milady, Hair Structure and Chemistry, pp 30-42
   4. Dalton, State Board Exam Review, p. 337
   5. Prentice-Hall, Instructor's Resource Manual, p. 64

TASK

37 Managing the barber shop

PERFORMANCE OBJECTIVE

Manage the barber shop.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Barber shop types and locations
b. Types of leases and rent agreements
c. Permits and public utilities
d. Financing the new barber shop
e. Reception area
f. Styling area
g. The supply room
h. Barber shop personnel
i. Barber shop operating costs
j. Recordkeeping
k. Utilization of beauty schools
l. Barber shop advertising
m. Merchandising
n. Keypoint for successful barber shop management

INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.

Student Manuals:

Georgia, Units 40 and 40 A

A/Vs:

a. Keystone, "Job Interviews"
b. Prentice-Hall, "Crossroads: Personal Management Grooming"
c. Milady, "Telephone Techniques for the Beauty Salon"

CLASSROOM HOURS

7

EVALUATION (37)

a. Given necessary information and equipment, plan a barber shop using good management techniques.

b. Written Check
   1. Milady, State Board Exam Review, p. 86
   2. Prentice-Hall, Instructor's Resource Manual, p.164

SECTION VI

REFERENCES, RESOURCES

RESOURCES

Instructional Resource Matrix

The Instructional Resource Matrix lists the instructional resources required to carry out the learning activities in each unit in the program. The resources are divided into the categories of audio visuals, textbooks and student materials.

Audio visuals are identified by the following symbols: filmstrips (FS), slides (S), slide/tapes (ST), tapes (T), videotapes (VT), transparencies (TR) and film loops (FL).

Textbooks are identified by the author(s)/publisher and title.

Student Materials (instructional units) are identified by publisher and title.

Textbook List

This list identifies the textbooks referenced in the Unit Guide section and on the Instructional Resource Matrix.

Instructional Units

The publishers of the instructional units referenced on the Unit Guides and the Instructional Resource Matrix are listed.

Audio Visuals

The suppliers of the audio visuals referenced on the Unit Guides and the Instructional Resource Matrix are listed.

Additional Instructional Resources

This section lists instructional resources which may be used in addition to those primary resources listed on the Unit Guides.

The resources are divided into four categories.

Textbooks: Provides a list of textbooks in addition to those referenced on the Unit Guides. Also identified are the types of audio visuals available.

Audio Visuals: Provides a list of suppliers of audio visuals in addition to those referenced on the Unit Guides. Also identified are the types of audio visuals available.

Individualized Instruction: Identifies suppliers of individualized instruction materials in addition to those referenced on the Unit Guides.

Periodicals: Presents a list of popular periodicals in the Barbering/Cosmetology field.

RESOURCE ADDRESSES

Addresses of instructional materials referenced on the Unit Guides and in the Additional Instructional Resources section are given.

CURRICULUM AREA:

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
01 Becoming oriented to the field of barbering		Thorpe	
02 Developing working relationships		Thorpe	
03 Performing sanitation and sterilization procedures	Georgia: 4a-2 and 4b (ST); Keystone: "Bacteriology and Sanitation" (ST)	Standard Textbook, Swaton, Powitt, Dalton	Georgia: Units 4a and 4b
04 Styling hair (basic)	Keystone: "Introduction to Hairstyling, Roller Setting and Curvature Hairstyling Comb-Out Techniques" (ST); Hays: "Hairdressing for Beginners" (ST); Hays: "Hairstyles" (ST); Hays: "Hairdressing Products" (ST); Prentice-Hall: "Hair Care: Skills and Methods" (ST)	Standard Textbook, Dalton, Scott, Colletti	Keystone: Manual of Haircutting and Hairstyling; Hays: Hairdressing and Haircutting Skills and Designs

CURRICULUM AREA:

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
05 Giving a basic scissors cut	Georgia: 13-1, 13-2, 13-3 (ST); Keystone: "Hair-shaping" (ST); Hays: "Hair-cutting" (ST); Prentice-Hall: "Hairshaping" (ST)	Standard Textbook, Dalton, Scott, Colletti	Georgia: Unit 13; Keystone: Manual of Haircutting and Hairstyling
06 Giving a man's basic short haircut		Thorpe	
07 Identifying the parts and functions of the skin and scalp and recognizing the disorders	Keystone: "Cosmetic Dermatology" (ST); Prentice-Hall: "Skin and Hair Color" (ST)	Powitt, Standard Textbook, Dalton, Scott, Colletti	Georgia: Unit 36
08 Identifying the functions, characteristics and composition of hair	Bergwall: "Hair Care" (ST)	Powitt, Standard Textbook, Dalton, Scott, Colletti	Georgia: Unit 37
09 Giving a shave		Thorpe	
10 Shampooing a patron's hair and applying hair rinses	Georgia: 6-1 and 6-2 (ST); Keystone: "Shampooing" (ST); Bergwall: "Shampooing and Haircare" (ST)	Standard Textbook, Dalton, Scott, Colletti, Powitt	Georgia: Unit 6

CURRICULUM AREA:

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
11 Waving and curling hair with curling irons and blow dryers	Georgia: 34-1, 12a-1 and 12a-2 (ST); Keystone: "Blow Styling, Air Waving, Instant Rollers, Thermal Roller Curl and Croquignole Curling" (ST)	Standard Textbook, Dalton, Scott, Barrett, Colletti	Georgia: Units 12a and 34
12 Cutting and styling curly and overly-curly hair		Thorpe	
13 Determining the porosity of hair	Bergwall: "Shampoo and Hair Care" (ST)	Standard Textbook, Scott, Dalton, Barrett, Powitt, Colletti	Clairol: Clairol Professional Encyclopedia of Hair Coloring and Hair Care
14 Relaxing hair with chemicals	Georgia: 32-1 (ST); Keystone: "Hair Straightening" (ST); Revlon Realistics: "How to Style Book for Over-Curly Hair" (ST)	Standard Textbook, Dalton, Scott, Powitt, Colletti	Georgia: Unit 32

CURRICULUM AREA:

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
15 Giving a permanent wave	Georgia: 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 14-1 and 14-2 (ST); Keystone: "Permanent Waving" (ST); Hays: "Permanent Waving" (ST)	Standard Textbook, Dalton, Scott, Powitt, Barrett, Colletti	Georgia: Units 5 and 14
16 Giving special purpose permanent waves	Georgia: 15-1 (ST); Keystone: "Perm Waving" (ST); Hays: "Permanent Waving" (ST)	Standard Textbook, Dalton, Scott, Barrett, Powitt, Colletti	Georgia: Unit 15
17 Conditioning damaged hair and giving scalp treatments	Georgia: 7-1, 8-1, 8-2 and 8-3 (ST); Keystone: "Scalp Treatment" (ST)	Standard Textbook, Dalton, Scott, Colletti	Georgia: Units 7 and 8
18 Administering a predisposition and metallic salts test	Georgia: 19B-1 (ST); Clairol: "Hair Color" (ST)	Standard Textbook, Dalton, Scott, Barrett, Powitt, Colletti	Georgia: Unit 19B

CURRICULUM AREA:

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
19 Applying temporary hair coloring	Georgia: 17-1 and 17-2 (ST); Keystone: "Hair Coloring" (ST); Clairol: "Temporary Colors" (ST); Prentice-Hall: "Hair Coloring and Lightening" (ST)	Standard Textbook, Dalton, Scott, Colletti, Powitt	Georgia: Units 11 and 17
20 Applying semi-permanent hair colors	Georgia: 18-1 and 18-2 (ST); Keystone: "Hair Coloring" (ST); Clairol: "Semi-Permanent Hair Color" (ST); Prentice-Hall: Hair Coloring and Lightening" (ST)	Standard Textbook; Dalton, Scott, Colletti, Powitt	Georgia: Unit 18
21 Applying permanent hair colors	Georgia: 19A-1 (ST); Keystone: "Color" (ST); Clairol: "Hair Coloring" (ST); Prentice-Hall: "Hair Coloring and Lightening" (ST)	Standard Textbook, Dalton, Scott, Barrett, Powitt, Colletti	Georgia: Unit 19A

CURRICULUM AREA:

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
22 Applying hair lighteners to virgin hair	Georiga: 20-1, 20-2 and 20-3 (ST); Keystone: "Hair Coloring" (ST); Clairol: "Hair Color" (ST); Prentice-Hall: "Hair: Coloring and Lightening" (ST)	Standard Textbook, Dalton, Scott, Barrett, Powitt, Colletti	Georgia: Unit 20; Clairol: Clairol Professional Encyclopedia of Hair Coloring and Hair Care
23 Retouching prelightened hair	Georgia: 21-1 and 21-2 (ST); Keystone: "Hair Coloring" (ST)	Standard Textbook, Dalton, Colletti, Scott	Georgia: Unit 21; Clairol: Clairol Professional Encyclopedia of Hair Coloring and Hair Care
24 Frosting, streaking and tipping	Georgia: 22-1, 22-2 and 22-3 (ST); Keystone: "Hair Coloring" (ST); Clairol: "Special Effects and Super Streak" (ST); Prentice-Hall: "Hair Coloring and Lightening" (ST)	Standard Textbook, Dalton, Scott, Barrett, Colletti	Georgia: Unit 22; Clairol: Clairol Professional Encyclopedia of Hair Coloring and Hair Care
25 Detecting and correcting problems related to hair coloring	Georgia: 23-1, 23-2 and 23-3 (ST); Clairol: "Hair Color" (ST)	Standard Textbook, Dalton, Scott, Barrett, Powitt, Colletti	Georgia: Unit 23; Clairol: Clairol Professional Encyclopedia of Hair Coloring and Hair Care

CURRICULUM AREA:

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
26 Giving facials	Georgia: 28B-1, 28B-2 and 28B-3 (FL); Keystone: "Facial Massage" (ST)	Standard Textbook, Dalton, Scott, Barrett, Milady, Van Dean	Georgia: Units 28A and 28B
27 Pressing overly-curly hair	Georgia: 42-1 (FL); Keystone: "Super Curly Hair" (ST)	Standard Textbook, Dalton, Scott, Barrett	Georgia: Unit 42
28 Giving a precision hair cut	Georgia: 13A-1, 13A-2, 13A-3 and 13A-4 (ST); Keystone: "Men's Hairstyling" (ST); Pivot Point International: (FS); Pivot Point International: (ST); Hays: "Haircutting" (ST); Prentice-Hall: "Hairshaping" (ST)	Standard Textbook, Dalton, Scott, Colletti	Georgia: Unit 13A; Keystone: Manual of Haircutting and Hairstyling; Hays: Hairdressing and Haircutting Skills and Designs
29 Giving a flat top haircut		Thorpe	

CURRICULUM AREA:

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
30 Cleaning and styling wigs	Georgia: 27-1 (ST); Keystone: "Wigs and Wiglets" (ST); Hays: "Wigs and Hair Pieces" (ST)	Standard Textbook, Dalton, Scott, Colletti	Georgia: Unit 27
31 Trimming and shaping mustache and beard		Thorpe	
32 Styling hair (advanced)	Pivot Point International: (ST)	Standard Textbook, Dalton, Scott, Colletti	
33 Creating special effects with hair coloring	Clairol: "Special Effects and Super Streak" (ST)	Standard Textbook, Dalton, Scott, Barrett, Colletti	Georgia: Unit 22; Clairol: Clairol Professional Encyclopedia of Hair Coloring and Hair Care
34 Using electricity in cosmetology	Keystone: "Electricity" (ST)	Standard Textbook, Scott	Georgia: Unit 39
35 Applying anatomy and physiology concepts	Georgia: 35-1, 35-2, 35-3, 35-4, 35A-1, 35A-2, 35A-3, 35B-1, 35B-2, 35B-3 (T); Keystone: "Histology Anatomy" (ST)	Standard Textbook, Dalton, Barrett, Scott, Powitt, Colletti, Swaton	Georgia: Units 35, 35A and 35B

CURRICULUM AREA:

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
36 Applying basic chemistry concepts	Keystone: "Chemistry for Cosmetologists" (ST)	Powitt, Swaton, Standard Textbook, Dalton, Scott, Colletti	Georgia: Unit 38
37 Managing the barber shop	Keystone: "Job Interviews" (ST); Prentice-Hall: "Crossroads: Personal Management and Grooming" (ST); Milady: "Telephone Techniques for the Beauty Salon" (ST)	Milady	Georgia: Units 40 and 40A
38 Preparing for the State Board of Barbering Examination		Milady	

TEXTBOOK LIST

A Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Cosmetology. Vocational-Technical Consortium of States (V-Tecs), 1975.

Barrett, D., The Van Dean Manual. Bronx, NY: Milady, 1976.

Colletti, A.B., The Keystone Guide to Beauty Culture. New York, NY: Keystone Publications, 1970.

Dalton, J., Professional Cosmetologist (2nd ed.). St. Paul, MN: West Publishing Co.

Dalton, J., State Board Exam Review. St. Paul, MN: West Publishing Co.

Milady Staff, Cosmetologist State Board Exam Review. Bronx, NY: Milady, 1975.

Milady Staff, Standard Textbook of Cosmetology. Bronx, NY: Milady, 1981.

Powitt, A.H., Hair Structure and Chemistry Simplified. Bronx, NY: Milady, 1972.

Scott, O.P. et al., Cosmetology. Tarrytown, NY: Prentice-Hall, Inc., 1976.

Swaton, J.N., Jr., Chemistry for Cosmetology Students: A Programmed Text. Bronx, NY: Intron, 1974.

Thorpe, S.C., Practice and Science of Standard Barbering. Bronx, NY: Milady, 1967.

AUDIO VISUALS

Georgia (VEMC)

Bergwall Productions, Inc.

Clairol, Inc.

Pivot Point International

Milady

Hays

Keystone Publications

INSTRUCTIONAL UNITS

All instructional units referenced in the Unit Guide section and listed in the Instructional Resource Matrix are State of Georgia developed materials. These units are available from the Vocation Education Materials Center, University of Georgia.

ADDITIONAL INSTRUCTIONAL RESOURCES

Textbooks

Advanced Textbook of Barbering and Men's Hairstyling. Textbook Committe of Barbering, Milady, 1969.

Associated Master Barbers and Beauticians of America, Standardized Textbook of Barbering and Styling. 1973.

Behrman, Howard T., Common Skin Diseases: Diagnosis and Treatment. (3rd ed.).

Caronia, M. & Madison, B., How-to-Style Book for Overly-Curly Hair. Revlon-Realistic Professional Publications, Inc.

Clairol Professional Encyclopedia of Haircoloring and Haircare. Clairol, Inc. 1969.

Fleck, M.B., Applied Mathematics in Cosmetology. Milady.

Franco & Moore, The World of Cosmetology: A Professional Text. Gregg/McGraw-Hill, 1980.

Franco & Moore, The World of Cosmetology: Instructors Planning Manual. Gregg/McGraw-Hill, 1980.

Franco & Moore, The World of Cosmetology: Student Activities Manual. Gregg/McGraw-Hill, 1980.

Hays, R.V., Advanced Permanent Waves. Hays Hairdressing School.

Hays, R.V., Haircutting and Hairdressing Skills and Designs. Hays Hairdressing School.

Hillier, N.G., Profitable Permanent Waving for Professional Beauticians. Milady.

McDonald, S. & Mottram, M., Preparation for Cosmetology Licensing Examinations. Prentice-Hall, 1980.

Redken, Science and Beauty I & II. Redken Laboratories, Inc.

Tolman, R., Guide to Beauty, Charm and Poise. Milady, 1969.

Audio Visuals

AURA by Pivot Point	Sound filmstrips
Bergwall Productions, Inc.	Sound filmstrips
Career Aids, Inc.	Sound filmstrips
Clairol	Slides/tapes
Encyclopedia Britannica Educational Corporation	Super 8 cartridge, optical sound Super 8 cartridge, silent
Jhirmack	Slides/tapes
National Hairdressers and Cosmetologists Assn., Inc.	Fashion releases, slides/tapes
Prentic-Hall Media	Sound filmstrips
Redken	Slides/tapes
Visual Education, Inc. (Division of the Singer Co.)	Sound filmstrips

Individualized Instruction

Oklahoma State Dept. of Vocational and Technical Education	Instructional Units
University of California and Bureau of Vocational Education, California State Department of Education, Cosmetology and the Physically Handicapped: Courses and Objectives	Instructional Contact Guides

Periodicals

American Hairdresser, Service Publications, Inc.

Cosmetics and Toiletries, Allured Publishing Corp.

Modern Salon, Bance Publishing Corp.

National Beauty School Journal, Milady Publishing Co.

Wigs and Hair Today, Cowen Publishing Co.

RESOURCE ADDRESSES

Allured Publishing Corp.
214 W Willow
Wheaton, IL 60187

Associated Master Barbers & Beauticians of America
219 Greenwich Rd.
Charlotte, NC 28211

Bergwall Productions, Inc.
839 Stewart Ave.
Garden City, NY 11530

Bureau of Vocational Education
California State Dept. of Education
Scaramento, CA

Clairol, Inc.
141 N Fifth Street
Saddle Brook, NJ 07662

Cowen Publishing Co.
Santa Ana, CA

Encyclopedia Britannica Education Corp.
425 N Michigan Ave.
Chicago, IL 60611

Gregg Division
McGraw-Hill Book Co.
1221 Avenue of the Americas
New York, NY 10020

Hays Hairdressing School
5855 Beverly
Mission, KS

Intron, Inc.
Box 477
Downey, CA 90241

Jhirmack
P.O. Drawer 4307
Redding, CA 96001

Keystone Publications
New York, NY 10020

Milady Publishing Corp.
3829 White Plains Rd.
Bronx, NY 10467

National Hairdressers & Cosmetologists Assoc., Inc.
Public Relations Dept.
3510 Olive St.
St. Louis, MO 63103

Oklahoma State Department of Vocational & Technical Education
Curriculum & Instructional Materials Center
1515 West Sixth Street
Stillwater, OK 74074

Pivot Point
(Area distributor)
Arnold International
1536 LaVista Rd. NE
Atlanta, GA 30329

Prentice-Hall Media
Service Code XF
150 White Plains Rd.
Tarrytown, NY 10591

Redken Laboratories, Inc.
Van Nuys, CA 91411

Revlon-Realistic
Professional Publications, Inc.
Cincinnati, OH 45223

University of California
Division of Vocational Education
Los Angeles, CA

University of Georgia
Vocational Education Materials Center
Green Street
Athens, GA 30602

Vance Publishing Corp.
300 W Adams St.
Chicago, IL 60606

SECTION VII

STUDENT RECORDS

STUDENT RECORDS

This section contains three forms, the Individual Progress Report Chart, the Group Progress Chart and the Student Competency Record. The use of these charts is described below.

INDIVIDUAL PROGRESS REPORT. One copy should be kept in each student's confidential file and updated as tasks are completed. Grades should be assigned upon task completion and then averaged for grade reporting. Difficulty, excessive amounts of time, etc. should be noted on this form and should be discussed with the student.

GROUP PROGRESS CHART. This chart reflects task completion only and can be displayed in the classroom or lab area. Due to confidentiality of records, a grade must not be recorded. The instructor should maintain a copy of this record and update it daily.

STUDENT COMPETENCY RECORD. This record provides a listing of all tasks or units in the program, a space designated for the student's name, D.O.T. numbers and job title and a check off column for date of task completion. The D.O.T. number and job title should be filled in when the student leaves the program for any reason. The information will indicate his/her qualifications for a job. This information will be especially useful to early leavers who have not completed the total program. The Task Listing/D.O.T. Code Cross Reference Table in Section III contains the information required to identify the particular job title for which the student is qualified.

The following is a list of tasks which will enable a student to meet the requirements for the identified occupation.

Shampoo Technician	Dispensary Clerk	Receptionist 237.367-038	Barber
01	01	01	01 - 38
02	02	02	
03	03	02	
08			
10			
17			
18			
19			

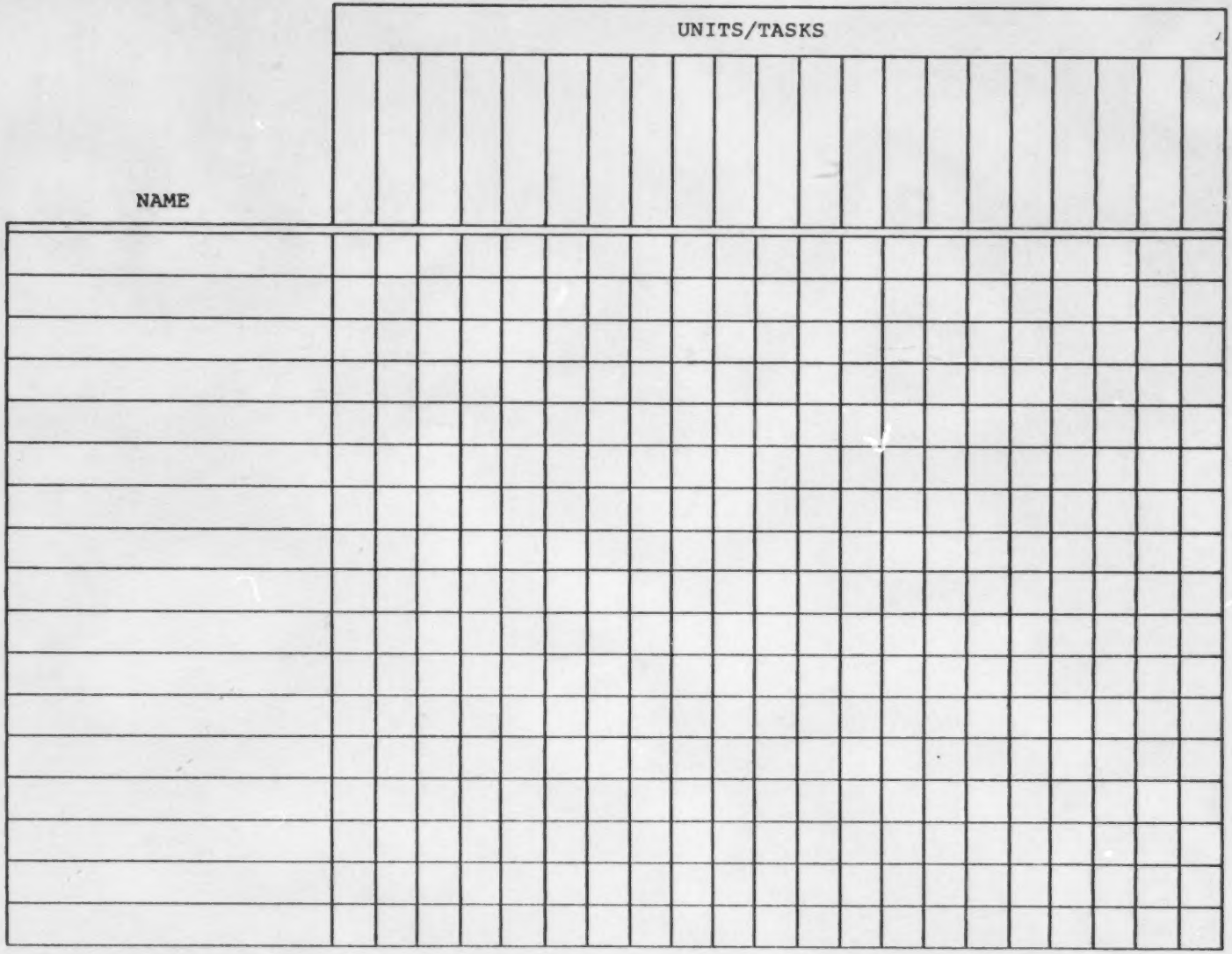
INDIVIDUAL PROGRESS REPORT

NAME _____

PROGRAM/ CLUSTER _____ AREA _____

TASK/ UNIT NO.	UNIT TITLE	DATE STARTED	DATE COMP.	EST. TIME	GRADE

GROUP PROGRESS CHART



VII-6

RECORD OF DEMONSTRATED JOB COMPETENCIES

STUDENT NAME _____ PROGRAM _____

DICTIONARY OF OCCUPATIONAL TITLES JOB CLASSIFICATION: D.O.T. No. _____

JOB TITLE _____

Unit No.	Competency Demonstrated	Initial Date	Unit No.	Competency Demonstrated	Initial Date
	Demonstrating Employability Skills in Barbering				
01	Becoming Oriented to the Field of Barbering		23	Retouching Prelightened Hair	
02	Developing Working Relationships		24	Frosting, Streaking and Tipping	
			25	Detecting and Correcting Problems Relating to Hair Coloring	
	Sanitizing Equipment				
03	Performing Sanitation and Sterilization Procedures		18	Administering a Predisposition and Metallic Salts Test Creating Special Effects with Hair Coloring	
	Styling Hair				
04	Styling Hair (basic)				
32	Styling Hair (advanced)			Facials	
10	Shampooing a Patron		26	Giving Facials	
11	Waving and Curling Hair with Curling Irons and Blow Dryers			Cleaning and Styling Wigs and Hair Pieces	
27	Pressing Overly-Curly Hair				
12	Cutting and Styling Curly and Overly-Curly Hair		30	Cleaning and Styling Wigs	
				Using Electricity in Barbering	
	Cutting Hair		34	Using Electricity in Barbering	
15	Giving a Basic Scissors Cut				
28	Giving a Precision Hair Cut			Applying Basic Chemistry, Anatomy and Physiology Concepts	
06	Giving a Man's Basic Short Hair Cut				
29	Giving a Flat Top Hair Cut		35	Applying Anatomy and Physiology Concepts	
	Treating Hair, Skin and Scalp Disorders		36	Applying Basic Chemistry Concepts	
07	Identifying the Parts and Functions of the Skin and Scalp and Recognizing the Disorders			Managing the Barber Shop	
			37	Managing the Barber Shop	
08	Identifying the Functions, Characteristics and Composition of Hair			Preparing for the State Board of Barbering Examination	
			38	Preparing for the State Board of Barbering Exam	
17	Conditioning Damaged Hair and Giving Scalp Treatments				
				Giving a Shave	
	Chemical Relaxing and Permanent Waves		09	Giving a Shave	
13	Determining Porosity of Hair			Trimming Mustaches and Beards	
14	Relaxing the Hair with Chemicals		31	Trimming Mustaches and Beards	
15	Giving a Permanent Wave				
16	Giving Special Purpose Permanent Waves				
	Coloring Hair				
19	Applying Temporary Hair Coloring				
20	Applying Semi-Permanent Hair Color				
21	Applying Permanent Hair Color				
22	Applying Hair Lighteners to Virgin Hair				

This is to certify that the student has demonstrated proficiency in the performance of the tasks and/or competencies indicated above. These tasks and/or competencies have been determined to be the skills and knowledge that are necessary for entry level employment into the job classification indicated.

Instructor _____

Date _____

School _____

SECTION VIII

SPECIAL NEEDS STUDENT

WORKING WITH SPECIAL NEEDS STUDENTS

Introduction

Special needs students are those who are designated as handicapped and/or disadvantaged. The 1976 vocational education amendment defines handicapped individuals as:

> Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, health impaired, or persons with other specific disabilities, who by reason thereof require special education and related services and who cannot succeed in the regular vocational education programs.

In Title II of the 1976 education amendments disadvantaged persons are defined as:

> Persons (other than handicapped persons) who have academic or economic disadvantages and who require special services, assistance or programs in order to enable them to succeed in vocational education programs.

Federal legislation requires that these special people be given an opportunity to function in a regular classroom. This section provides information on how special needs students are identified and how they can be mainstreamed into regular educational environments.

Figure One presents a model depicting various activities of the process in identifying and mainstreaming special needs students. These activities are conducted at three levels: the system level, the school level and the classroom level. All three levels must work together if implementation of the process is to be effective.

Identification Of The Special Needs Student

Through a variety of pre-testing procedures, special needs students are identified and their potentials are evaluated at the

SPECIAL NEEDS MAINSTREAMING MODEL

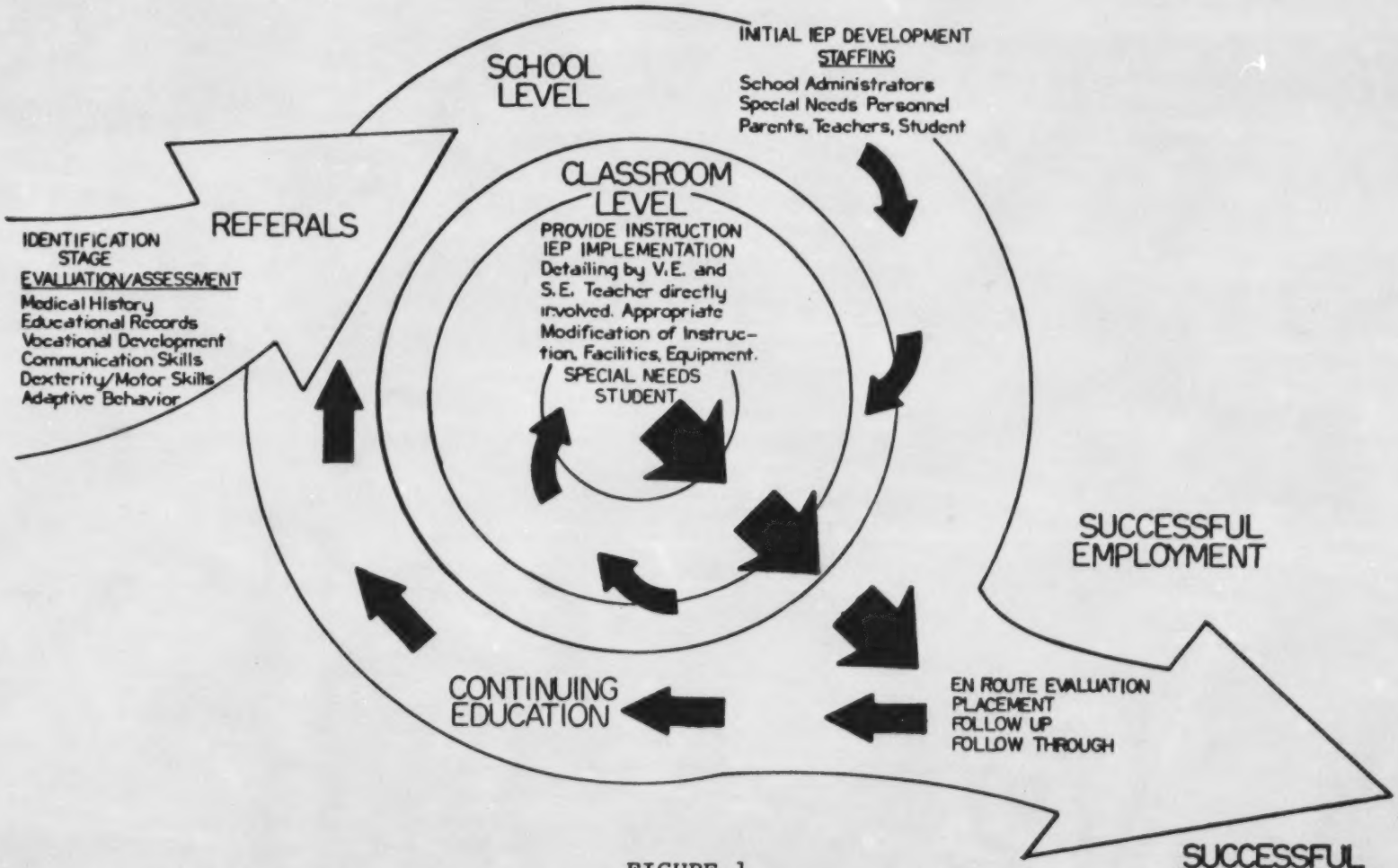


FIGURE 1

system level. This evaluation process consists of collecting and assessing the following data for each student:

-Medical History
-Educational Records
-Vocational Development
-Communication Skills
-Dexterity/Motor Skills
-Adaptive Behavior

When this procedure has been completed, the system personnel refers the student to the appropriate school level personnel.

Development of the Plan

At the school level, an Individual Education Plan (IEP) is developed for each special needs student. An IEP is a written plan which describes the educational objectives, both long and short term, and the support services for a special needs student. The plan is developed by the school administration, special education personnel, teacher(s) directly involved with the student and the parent(s). In some cases, the student may help with the development.

Implementing the I.E.P.

The actual implementing of the I.E.P. begins at the classroom level. The purpose of the teacher dealing with the special needs student is to help the student set realistic goals, identify the barriers which make it difficult for the student to learn and adapt the curriculum and/or facilities with reference to the I.E.P. so the student can learn while overcoming personal barriers.

Special needs students have problems which hinder their learning. Therefore, a teacher's job becomes more complicated than when teaching "regular" students. Handicapped students may have a variety of problems - mental, physical and/or emotional.

Academically disadvantaged students may exhibit language deficiencies, reading and writing deficiencies, computational deficiencies and general educational deficiencies. Economically disadvantaged students may possess an inability to concentrate because their primary needs - food, shelter, clothing - are not adequately met due to lack of money.

By considering these problems, teachers can modify existing programs to accommodate the needs of special needs learners. Some suggestions which may prove beneficial in modifying an existing curriculum are listed below:

-Prepare instructional materials in greater detail and assign work in shorter units.

-Provide more frequent evaluation of student's progress and provide opportunities for remedial work.

-Be aware of the student's limited vocabulary.

-Be aware of the student's inability to understand abstractions and generalizations and prepare materials accordingly.

-Keep the student aware of his or her progress and make the student feel he or she can succeed.

-Use real teaching aids, live work and practical experiences whenever possible.

-Choose reading material which is at the student's level, interest and experience.

-Use constructive criticism only.

-Use peer instruction whenever possible.

-Allow the student to advance at his or her own pace.

-Use the part-to-whole learning concept in adapting materials.

Materials Which Can Be Used to Teach Disadvantaged

In Georgia an effective set of materials has been developed to be used with a program to help disadvantaged students adjust

to life and work situations. This program is called CVAE or Coordinated Vocational Academic Education. The CVAE program is organized with a coordinator who is responsible for the type of instruction the students receive, and a team of teachers assigned to the coordinator who work cooperatively to help the disadvantaged students learn to enjoy school and become more successful students. CVAE materials include visuals in the form of synchronized slide/tape presentations. These units are designed to help the disadvantaged student become more successful in school, learn good work habits, become an aware consumer, and develop a better self-image and appearance. (Although designed especially for disadvantaged students, CVAE may also be used in regular classroom situations). The vocational education teacher should work with the CVAE coordinator to design a program of study for the disadvantaged students in areas in which the student needs help.

In some cases, facilities, must be modified for handicapped special needs students. In general, as long as the classroom/shop meets federal guidelines for barrier free design, extensive facility changes need not be made. For visually impaired students, for example, let the student locate in the classroom where he or she can see best even to the point of moving the desk or work station as a portable unit. In the case of orthopedically handicapped, some changes may have to be made to shop machinery to allow the student to use it. This may involve more convenient controls or special seating where the student would normally stand. In making these changes, special education expertise would be helpful.

Evaluation

Evaluation of the student's program should consist of:

-En-route evaluation (formative) to monitor the student's progress through the program.

-Summative evaluation upon completion of the program to determine job readiness.

-Follow-up after placement to determine if the student is successful on the job.

-Follow-through activities designed to identify any further training needed, which is indicated by the follow-up procedure.

Working with special needs students is much more demanding of the system, the school and the classroom teacher. However, with their patience and understanding, special needs students can not only succeed, but in many cases excell.

RESOURCES

To aid the teacher in modifying materials for special needs categories, the following references are listed by category. These are suggested references only as a world of materials exist on this subject.

Mentally Retarded

A Curriculum Guide for Teachers of Educable Mentally Retarded. Danville, Ill.: The Interstate Printers and Publishing Co., Inc.

High, Elizabeth C., and Moyers, Kathy L. Training Manual: Developing Pre-Vocational/Vocational Skills in Developmentally Disabled Persons. Washington, D.C.: Job Development Laboratory, George Washington University, 1976.

Kolstoe, Oliver P. Teaching Educable Mentally Retarded Children. Holt, Rinehart and Winston, 1976.

Mulligan, Robert E.; Gavin, Donald and Conaley, James. Comprehensive Career Education Curriculum Guide for the Trainable. New Brunswick, N.J.: Rutgers Vocational-Technical Curriculum Laboratory, 1977.

Introduction to Vocations for Educable Mentally Retarded. New Jersey: New Jersey Department of Education.

State of Ohio Curriculum Guide for Moderately Retarded Learners. Columbus, Ohio: Ohio Department of Education, 1977.

Tucker, Mark M. Learning through Curriculum Modification; A Blueprint to Teaching the Mentally Retarded. Johnstown, PA.: Mafex Associates, Inc., 1976.

Watson, Marjorie. Mainstreaming the Educable Mentally Retarded. Washington, D.C., NEA, 1975.

Hearing Impaired

Alvin, Howard P. The Evolution of an Evaluation Design for Evaluating Secondary Programs for the Deaf in Vocational Occupational-Technical Education (VOTE) Programs. ERIC - ED 123-241.

Guidelines: Educational Planning for the Hearing Handicapped. North Carolina Public Schools. Division for Exceptional Children, North Carolina Department of Public Instruction, Raleigh, N.C., 1977.

Munson, Harold L.; Eglston, Judy Cobb and Phillips, Gordon B. Career Education for Deaf Students: An Inservice Leader's Guide. University of Rochester, College of Education, Center for the Study of Helping Services, Rochester, N.Y. 1975.

Nix, Gary W. Mainstreaming Education for Hearing Impaired Children and Youth. Grune and Stratton, 1976.

Orthopedically and Other Health

A Model Plan for a Cooperative Vocational Rehabilitation Program. Office of Human Development, Rehabilitation Services and Administration. Department of Health, Education and Welfare, Washington, D.C.

Mallix, Kalisanker and Mueller, Jim. Vocational Aids and Enhanced Productivity of the Severely Disabled. The George Washington University Rehabilitation Research and Training Center, Washington, D.C. 1975.

McCarthy, Henry and Smart, Landon. Recommendations for Enhancing Employment Prospects of Handicapped Individuals. Comps. Human Resources Center, Albertson, L. I., 1978.

Duncan, John, et al. Environmental Modifications for the Visually Impaired: A Handbook. Visual Impairment and Blindness, December 1977, p. 442-455.

Disadvantaged

Guidelines for Methods and Techniques of Teaching Disadvantaged Students. Division of Vocational Education, Virginia Polytechnic Institute and State University, Blackburg, VA.

A Handbook for Developing Programs and Services for Disadvantaged Students. Department of Vocational Education Studies, College of Education, Southern Illinois, University of Carbondale, Carbondale, Ill. 62901

By Program

Adaption of Home Economics Curricula for Special Needs. North Dakota Research Coordination Unit, State Board for Vocational Education, State Office Building, Bismarck, ND.

Auto Body: An Adaptive and Developmental Program for Special Needs Students. Vocational-Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1976.

Floriculture Board of Cooperative Educational Services of Nassaw County, Division of Occupational Education, Division of Special Education, Westburg, NY 1975.

Grubb, Francine. Basic Business - A Teacher's Guide to an Employment Orientation Course for Special Needs Students. Vocational Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1976.

Home Economics and the Exceptional Student: A Handbook for Home Economics Teachers Working with Mentally Retarded Students. Vocational-Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1976.

Troutman, Carol M. Introduction to Office Occupations. Vocational-Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1974.

Working with the Handicapped in the Vocational Home Economics Classroom. Division of Vocational Education, State of Ohio, Columbus, Ohio.

Coordinated Vocational Education and Training (C.V.E.T.) manuals for disadvantaged, available from: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074.

-CVET Construction 3100219 Teacher's Guide
3100209 Student

-CVET General Mechanics 3100239 Teacher's Guide
3100229 Student

General Special Needs

A Handbook for Modifying Vocational Curricula for Handicapped Students. Wisconsin Vocational Studies Center, University of Wisconsin, Madison, May 1980.

Bottoms, J.E. and Scott, C.P. Supportive services for special student groups. In J.E. Wall (ed.), Vocational Education for Special Groups. Sixth Yearbook, Washington, D.C.: American Vocational Association, 1976.

Gill, Douglas H. and Scott, C. Paul. A practical model for mainstreaming handicapped learners in vocational education. The Journal for Vocational Special Needs Education, Vol. 1, No. 3, April, 1979, pp. 3-7.

Gugerty, J., et al. Tools, Equipment and Machinery Adapted for the Vocational Educator and Employment of the Handicapped. Project #498749006, Wisconsin Vocational Studies Center, Madison, Wisconsin, January 1981.

Hull, Marc E., Berry, Owen J. and Clark, Donald L. Procedures for Teaching Vocational Concepts to Students with Special Needs. Texas A & M University, Final Report Project 62350274, June 1976.

The Related Vocational Instruction Program. Georgia's Approach to Vocational Education for the Handicapped at the Secondary level, Douglas H. Gill, Project Coordinator, Vocational Programs for the Handicapped, Georgia Southern College, Statesboro, Georgia.

Vocational Educational Resource Materials, A Bibliography of Materials for Handicapped and Special Education. Third edition, 1978. Wisconsin Vocational Studies Center, University of Wisconsin - Madison.

SECTION IX

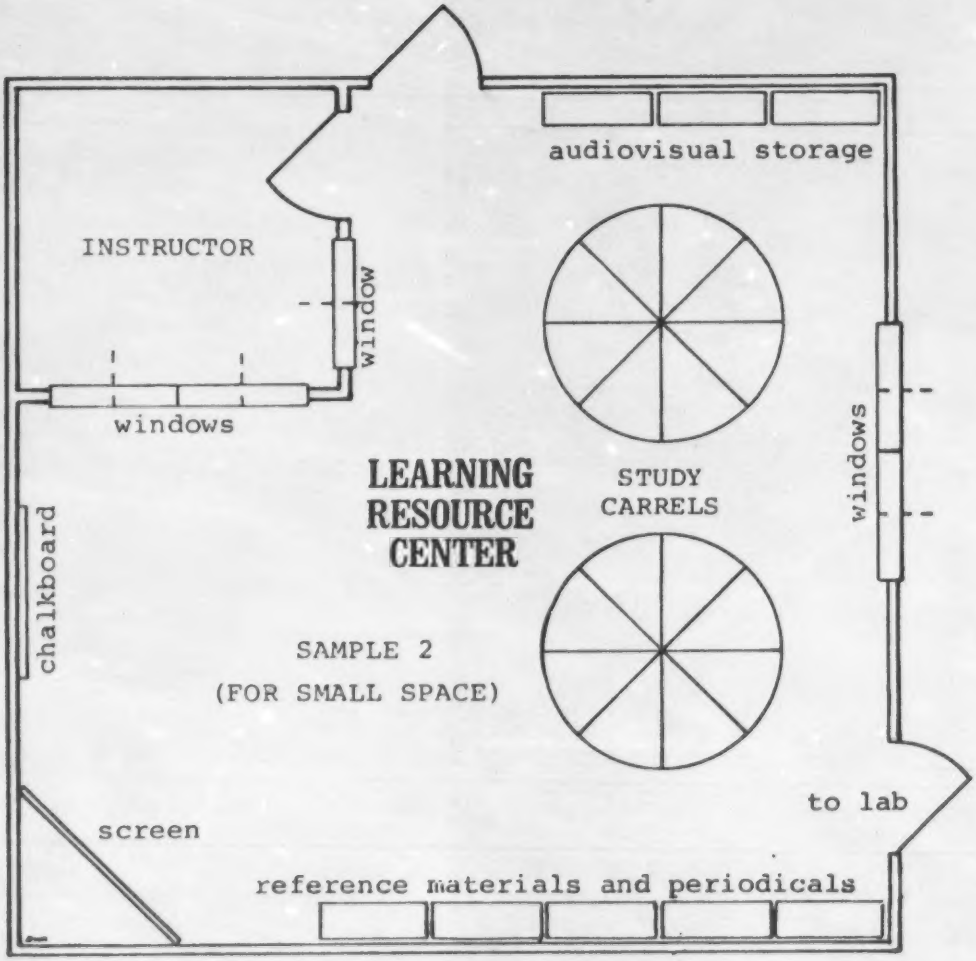
FACILITY LAYOUT

Facility Layout

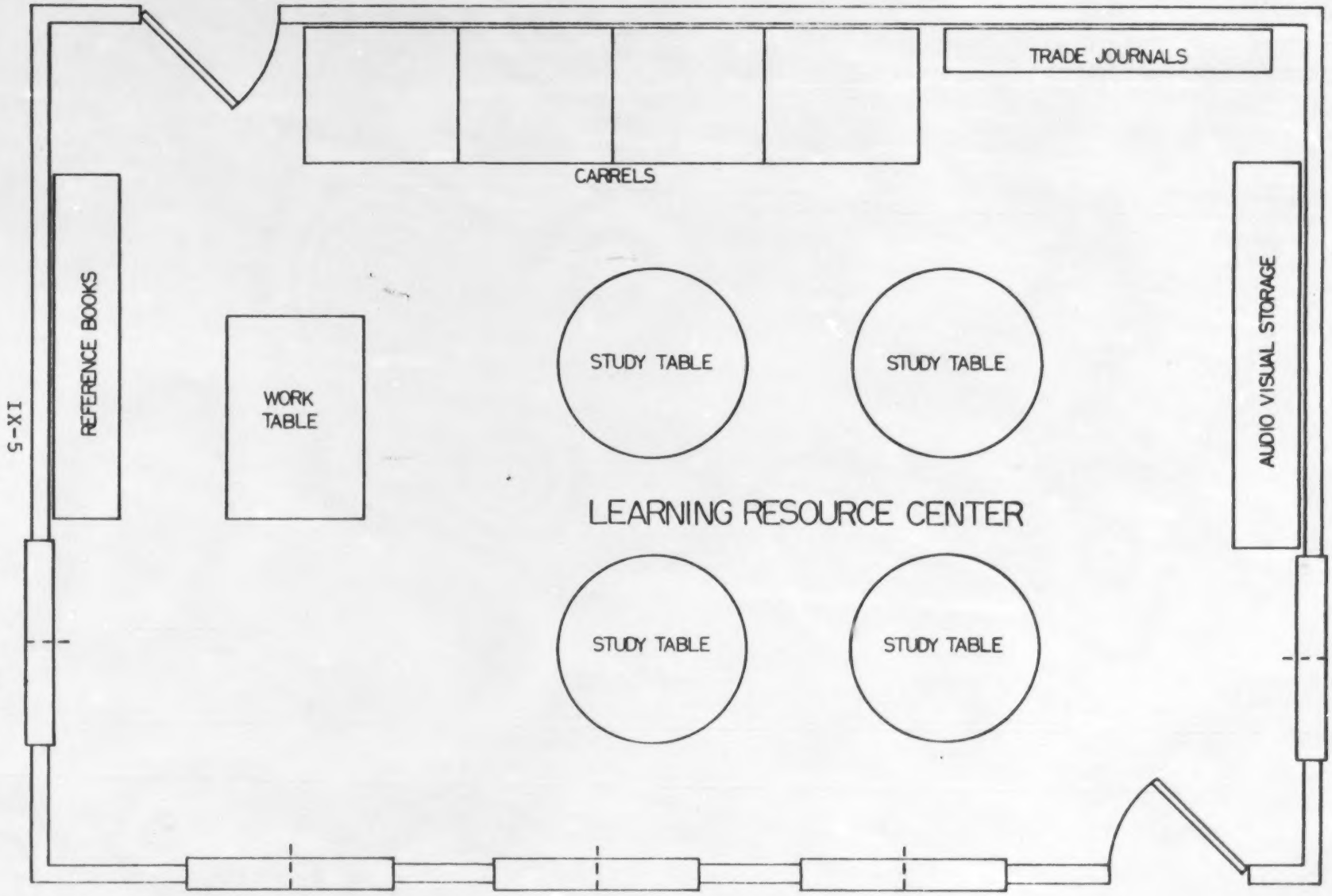
The facility layout following is presented to aid in arranging the classroom and laboratory for efficient instruction. The three resource center arrangements represent small, medium and large centers. Ultimately the instructor must determine an arrangement that best fits the needs of the students and the instuctional method being used.

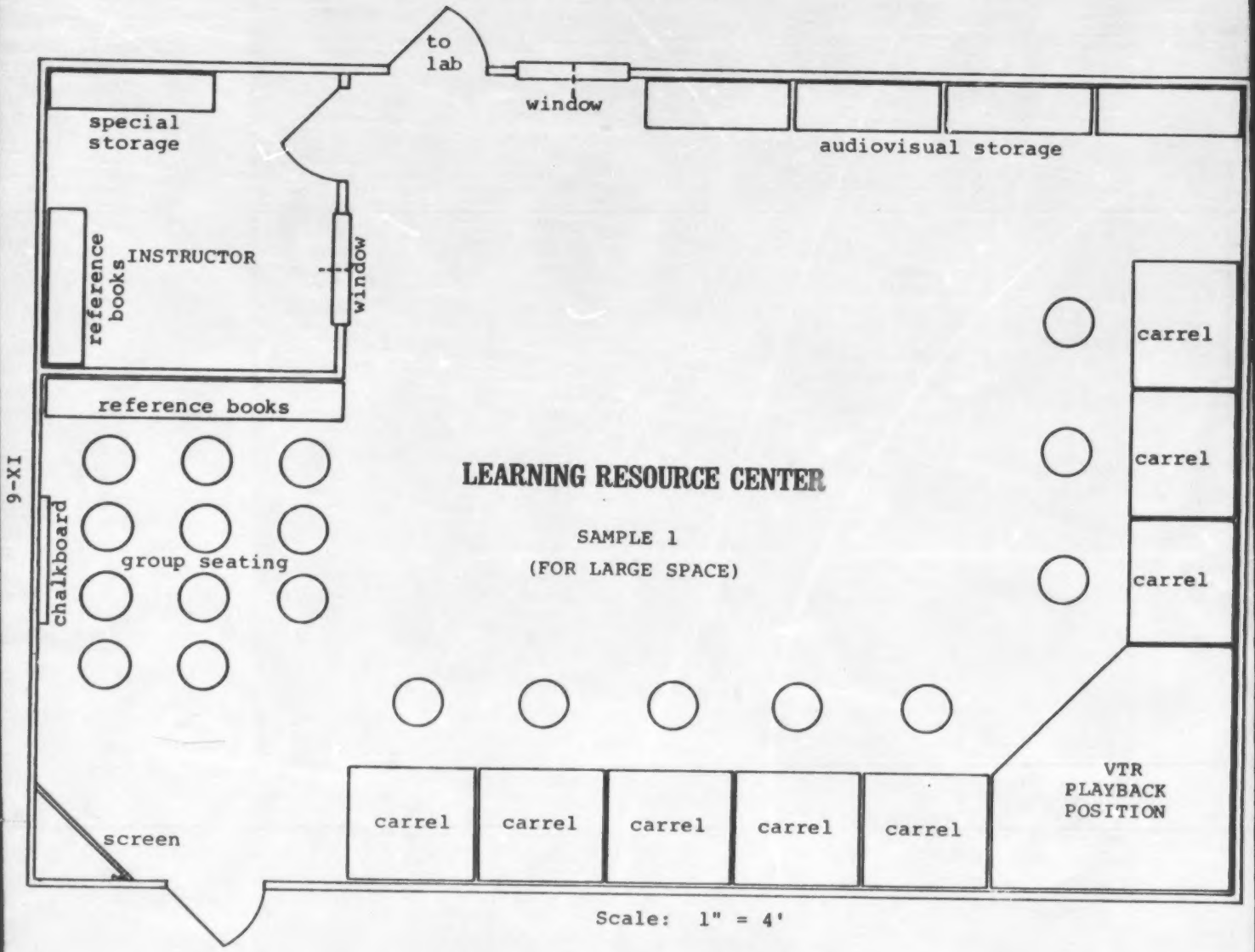
The laboratory facility layout is easily adaptable to a variety of arrangements that will best fit local needs.

These layouts may be especially useful in those schools where classroom renovation or construction is being planned.

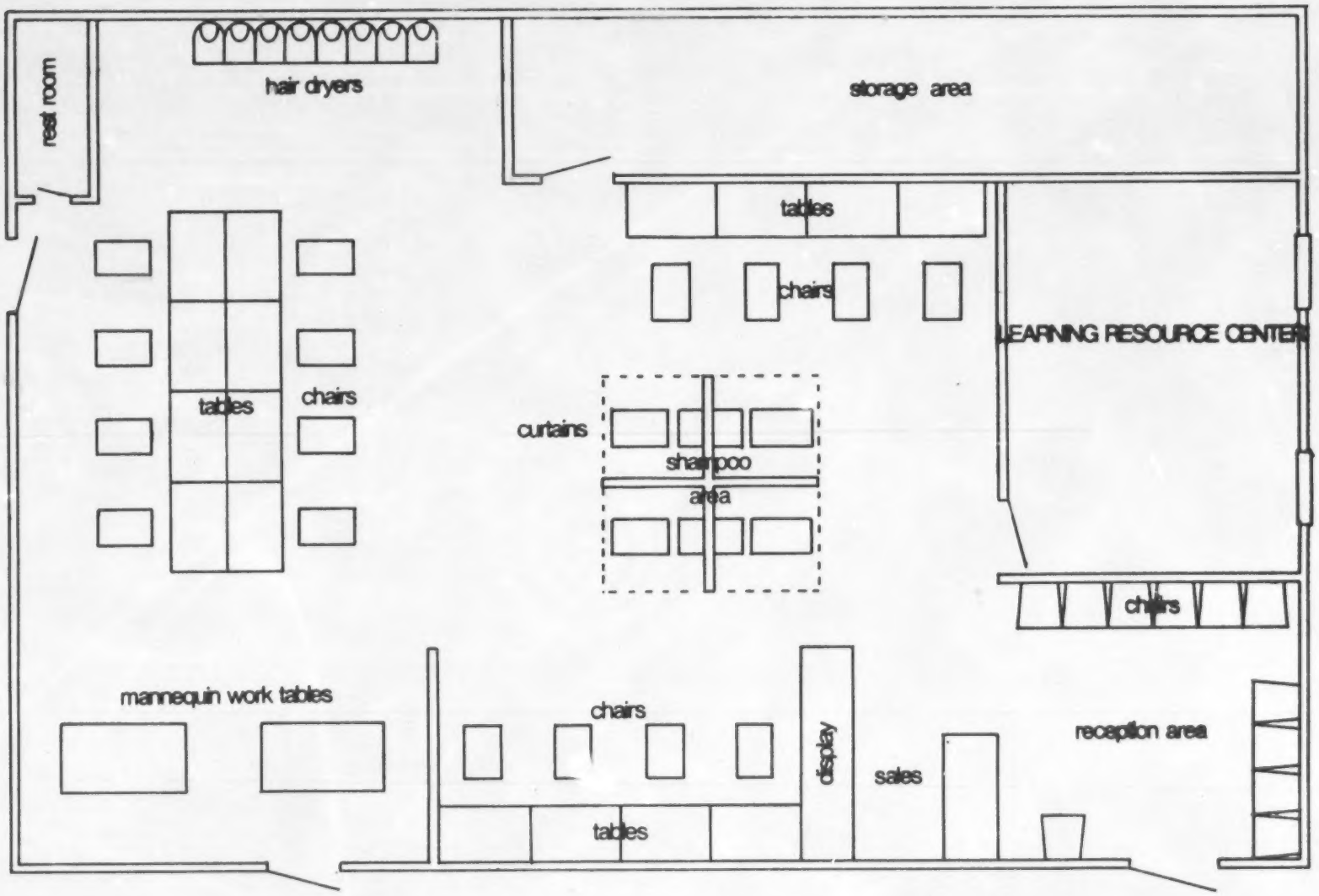

audiovisual storage
INSTRUCTOR
window
windows
windows
LEARNING
RESOURCE
CENTER
STUDY
CARRELS
chalkboard
SAMPLE 2
(FOR SMALL SPACE)
to lab
screen
reference materials and periodicals

Scale: 1" = 4'


TRADE JOURNALS
CARRELS
REFERENCE BOOKS
WORK TABLE
STUDY TABLE
STUDY TABLE
AUDIO VISUAL STORAGE
LEARNING RESOURCE CENTER
STUDY TABLE
STUDY TABLE
S-XI


to lab
window
special storage
audiovisual storage
reference books
INSTRUCTOR
window
carrel
reference books
carrel
LEARNING RESOURCE CENTER
SAMPLE 1
(FOR LARGE SPACE)
chalkboard
group seating
carrel
VTR PLAYBACK POSITION
screen
carrel
carrel
carrel
carrel
carrel
Scale: 1" = 4'

9-XI


rest room
hair dryers
storage area
tables
chairs
LEARNING RESOURCE CENTER
tables
chairs
curtains
shampoo
area
chairs
mannequin work tables
chairs
display
sales
reception area
tables

IX-7

171

172

SECTION X

DEFINITION OF TERMS

DEFINITION OF TERMS

1. AV's-Audiovisuals - May refer to any picture and/or sound media. (ie. slides, tapes, filmstrips, 16 mm films, etc.)

2. Checkpoint - A student-instructor interface point wherein the instructor may give the student a test, perform a demonstration, or simply provide the student with additional needed information or instructions. Also a checkpoint may be used for motivational purposes.

3. Competency - The ability (knowledge, skills and attitudes) to perform all of a group or cluster of related tasks required to complete a designated activity according to occupational standards. In the educational setting the statement of a competency includes expected student outcomes in terms of knowledge, skills, and attitudes required to complete a designated activity as defined by incumbent workers according to the standards of the work place.

4. Course - A grouping of tasks and competencies which have a common knowledge base or are within a given domain.

5. Criterion-Referenced Measure - An exercise based upon a performance objective, the accomplishment of which measures attainment of that objective.

6. Criterion-Referenced Test - A test designed to measure student competencies based on job or industrial standards.

7. Curriculum Guide - A document containing the objectives, content, organization, and structure of an instructional program. It is designed for use by administrators, instructional supervisors and teachers.

8. D.O.T. - Abbreviation for Dictionary of Occupational Titles. Document provides nine digit codes identifying each occupation.

9. Duty - One of the distinct major activities involved in the work performed, comprising related tasks.

10. Exit Point - A predetermined point within an instructional program in which a student may exit with the essential competencies for a specific job. Usually defined in terms of D.O.T. codes and/or O.E. codes.

11. "Hands-On" - Statement implying the student is physically involved in a learning activity.

12. Individualized Instruction (I.I.) - A system of instruction allowing for a student to progress at their fastest rate.

13. Job - A specific area of specialization within an occupational field consisting of several closely related duties for which a person would expect to receive remuneration. Should be identified by DOT code.

14. Job Sheet - (Or Operations Sheet) - A project of a performance nature. Generally performed by the student in a lab or shop type environment or in a specialized work area.

15. Live Work - Generally refers to items brought into the course area for repair or adjustment. Examples of live work might be automobiles, radios and TV's, air-conditioners, etc. Another form of live work would be patrons visiting the cosmetology department to receive permanents or other services.

16. Master Copies - Original copies of slides, tapes or written materials set aside for the purpose of duplication.

17. Occupational Cluster - A group of occupations sharing a common core of competencies. Georgia's comprehensive high school vocational program is organized around this concept.

18. Occupational Inventory - A listing of tasks to be performed in a particular occupational area, grouped under duty classifications.

19. O.E. - Refers to the U. S. Office of Education. O.E. codes are a classification system (taxonomy) for occupational education programs.

20. Open Entry - Term meaning that a student may enter the program at any time and does not have to wait for quarter or semester breaks.

21. Open Exit - Term meaning that a student may leave a program any time he/she completes their occupational objective.

22. Performance Guide - A series of steps, arranged in a sequence ordinarily followed, which when completed may result in the performance of a task. Also called "teaching steps."

23. Performance Objective - A statement in precise, measurable terms of a particular behavior to be exhibited by a learner under specified conditions. It possesses each of the elements or characteristics specified below:

    a. Condition - The testing situation confronting the learner is clearly specified. This includes equipment provided or withheld, environmental constraints such as temperature, space, etc.

b. Performance - The specific behavior expected of the learner is stated.

c. Standard - The degree of acceptable performance is specified.

24. Performance Test - A test entailing not only the ability to answer questions, but measuring the students' ability to operate, manipulate, or perform a given task as well.

25. Program - An organized sequence of courses leading to an occupational objective. A program may contain one or more student exit points as defined by D.O.T. codes.

26. Program Objective - The outcome of a prescribed program of instruction. Usually expressed in terms of the occupation or job for which training is designed. D.O.T. codes are frequently used to identify program objectives or student exit points.

27. Self-Paced - Refers to a student moving through the prescribed training program at the fastest pace at which the student can meaningfully learn.

28. Sequencing - Putting any set or series of learning activities or tasks into proper order or sequence. Normally arranged from the simple to complex within groupings or blocks.

29. Software - Written or printed materials, slides, filmstrips, tapes, etc.

30. Student Manual - A document designed for use by students in a specific instructional program. It contains unit sheets, references, operational procedures or job sheets, etc.

31. Task - The smallest division of work in which a measurable output occurs. A logical and necessary step in the performance of a duty.

32. Task List - A listing of tasks performed by incumbent workers within a domain of interest. An example is a listing of all tasks performed by an automotive mechanic or by a worker in ornamental horticulture.

33. Unit - One "module" training materials; generally covering one learning task and programmed on one Unit Sheet. May cover more than one lesson.

34. Unit Guide - A curriculum guide sheet that lists a task and objective with the instructional activities, instructional materials, evaluation and approximate time required for a student to successfully complete the task.

35. V-TECS Catalog - A comprehensive collection of performance objectives, performance guides, criterion-referenced measures, and related data, organized by a job structure or career ladder within a domain of interest.

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The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title II - Loydia Webber, Vocational Equity Coordinator
Title VI - Peyton Williams Jr., Associate Superintendent of State Schools and Special Services
Title IX - Evelyn Rowe and Myra Tolbert, Coordinators
Section 504 - Jane Lee, Coordinator of Special Education

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, State Office Building, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.